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ABSTRACT

The self instructional manual is designed to assist regular and special educators in providing meaningful and appropriate career education experiences for exceptional students. Section 1, "Fundamentals of Career Education," provides an overview of the concept of career education, its theoretical foundations, definitions, differences in terms of educational programs, its phases, and its elements and outcomes. Model lesson plans are given. Section 2, "Career Education for Exceptional Individuals," is intended to provide a greater understanding of who exceptional individuals are, how exceptionalities may impact upon career development, and how career education can assist exceptional students in their career development processes. Section 3, "Implementing Career Education for Exceptional Learners," assists the reader in bringing together the various components involved in providing career education to exceptional individuals. The section covers individualized education programs (IEPs), identification and use of available resources, approaches to customizing instruction in reading and mathematics, and approaches for making learning experiences in the classroom active rather than passive. Each section concludes with a list of references and suggested readings. Section 3 also contains a class planning guide. Definitions of terms required by P.L. 94-142 (the Education for All Handicapped Children Act), and sample IEP, lesson plan, and planning guide forms are provided. (SBH)

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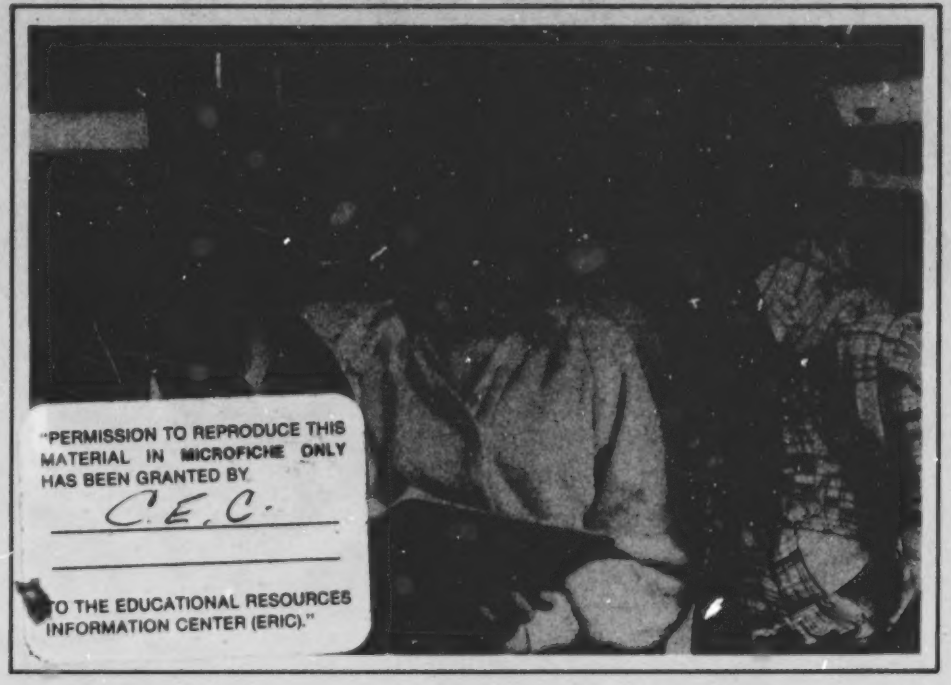
EXPANDING WORK OPTIONS FOR EXCEPTIONAL STUDENTS
A Self Instructional Manual

Carole M. Johnson



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INTRODUCTION

Career education is for everyone. When applied in school programs, career education can assist all students in achieving their potential as workers, learners, social beings, and as persons. As learners grow and develop, they are aided through career education in understanding and acquiring the skills needed in both their current and future life roles. This self instructional manual is designed to assist you, as regular and special educators, in providing meaningful and appropriate career education experiences for exceptional youngsters. The manual is divided into three interrelated sections. Each section contains introductory comments and learner objectives.

Manual content

Section 1, FUNDAMENTALS OF CAREER EDUCATION, provides an overview of the concept of career education, its theoretical foundations, definitions, differences in terms of educational programs, its phases, and its elements and outcomes. At the end of Section 1 a list of references and suggested readings is provided. As you proceed through Section 1 you will encounter several lesson plans. Model lesson plans are given, and you will complete several others. These lesson plans will form an important component of the culminating activity in the manual--the development of a Class Planning Guide.

Section 2, CAREER EDUCATION FOR EXCEPTIONAL INDIVIDUALS, is designed to assist you in acquiring greater understanding of who exceptional individuals are, how exceptionalities may impact upon career development, and how career education can assist exceptional students in their career development processes. In Section 2 you will be given an opportunity to modify to a certain degree

the lesson plans you have developed in Section 1 for persons with various types of exceptionalities. As in Section 1, references and suggested readings are given at the end of Section 2.

Section 3, IMPLEMENTING CAREER EDUCATION FOR EXCEPTIONAL INDIVIDUALS, assists you in bringing together the various components involved in providing career education to exceptional individuals. In this section you will learn more about Individualized Education Programs, identifying and using available resources, some approaches to customizing instruction in reading and mathematics, and approaches for making learning experiences in the classroom active rather than passive. As with the other sections, Section 3 contains a list of references and suggested readings. At the end of Section 3 you will develop a Class Planning Guide that will bring together everything you have encountered in Sections 1, 2, and 3.

On page xv of this Introduction is a sample of the Class Planning Guide. Note that there are five major components to this guide. Each component is derived from the information and activities encountered throughout the manual. You will want to attend to each of these components as you proceed through the manual. The various components of the Class Planning Guide are derived from the following parts of this manual:

1. Unit or lesson title, instructional objectives, career concepts, criterion reference measures
   - Lesson plan . . . . . Section 1
2. Instructional activities
   - Lesson plan . . . . . Section 1
   - Ten Approaches to Active Learning . . . . . Section 3

- Resources Checklist . . . . . Section 3
- Collaboration Matrix . . . . . Section 3

3. Materials and resources
   - Lesson plan . . . . . Section 1
   - Resources Checklist . . . . . Section 3
   - Collaboration Matrix . . . . . Section 3
4. Evaluation
   - Lesson plan . . . . . Section 1
5. Customizations
   - IEPs . . . . . Section 3
   - Instructional Techniques . . . . . Section 2
   - Resources Checklist . . . . . Section 3
   - Ten Ways to Customize Reading and Mathematics Section 3
   - Ten Approaches to Active Learning . . . . . Section 3

Special features

In order to make this self instructional manual meaningful to you, several techniques have been used. These techniques have been designed to make learning about career education for exceptional individuals an active process rather than a passive one.

The first technique employed is referred to as marginal gloss. It involves the placement of questions related to specific sections of the narrative in the right margin of the text.

Since these questions require the reader to identify, analyze, interpret, and/or synthesize information in the narrative, they aid comprehension and internalization of significant concepts. You should respond to these questions as you proceed through the manual. You may write your responses in the space provided beneath each question.

Second, special suggestions and directions for activities have been placed in boxes to aid you in locating specific information.

Third, numerous interrelated activities have been included in each section of the manual. These activities require you to apply specific information about career education and exceptional learners to practical situations. These activities, when taken together, should aid you in providing career education experiences for your exceptional students.

Providing career education experiences for your students offers you an opportunity to demonstrate clearly to them that what you have to teach them is of value and has meaning to their present and future lives. We hope that as you proceed through this manual you will exercise your creativity in designing meaningful career education experiences for your students.

* * *

Some of you will have had more experience than others with either career education or with exceptional learners. Therefore you should proceed more rapidly through those sections of the manual with which you have extensive experience. Furthermore, since this manual is intended as introductory to the concept of career education for exceptional learners, those experienced in career education and/or special education are referred to the suggested readings contained in each section of the manual for more in-depth discussion of the topics presented.

CLASS PLANNING GUIDE

A. Unit or Lesson

B. Instructional Objectives

#1: Lesson Plan

C. Career Concepts

D. Criterion Reference Measure (if applicable)

E. Instructional Activities (sequenced)

#2: Lesson Plan

10 Approaches to Active Learning

Resources Checklist

Collaboration Matrix

F. Materials and Resources

#3: Lesson Plan

Resources Checklist

Collaboration Matrix

G. Evaluation

#4: Lesson Plan

Customizations

Student X Student Y Student Z

#5: IEPs

Instructional Techniques

Resources Checklist

10 Ways to Customize Reading and Mathematics Materials

10 Approaches to Active Learning

FUNDAMENTALS OF CAREER EDUCATION

Introduction

In this section, you will acquire a deeper understanding of the career education concept, its basic foundations, applications, and interrelationships within all curricula. Fundamental to this concept is the definition of work. Within career education, "work" is defined in a broad context. Hoyt (1975) states:

> Work is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others. This definition, which includes both paid and unpaid work, speaks to the survival need of society for productivity. It also speaks to the personal need of all individuals to find meaning in their lives through their accomplishments. (p. 5)

This definition of work expresses the need for people to engage in personally meaningful, productive activity. It goes beyond a definition of work as a job or occupation. Furthermore, because of its emphasis upon productivity and personal accomplishment, it relates to activities in which people engage whether or not they are paid to perform them. Such activities include those encountered in personal, social, and daily living aspects of life.

Objectives

As a result of completing this section you will be able to:

- Relate career education to its theoretical foundations in career development.
- Select a personally useful definition of career education.
- Identify the phases of career education.
- Integrate career education into existing lesson plans.

Before you begin the next section, complete the CAREER SELF-ANALYSIS on the following page.

CAREER SELF-ANALYSIS*

1. What did you dream of being in
   A. Elementary school _____
   B. Junior high school _____
   C. High school _____
   D. College _____

2. Were you influenced in your choice of career by

A. Home life	yes	no	unsure
B. School life	yes	no	unsure
C. Community life	yes	no	unsure

3. Who influenced you most during your years in
   A. Elementary school _____
   B. Junior high school _____
   C. High school _____
   D. College _____

4. After high school, what did you do? Check all that apply.
   _____A. Went to work
   _____B. Attended college or junior college
   _____C. Married
   _____D. Attended technical school
   _____E. Entered military field
   _____F. Other (explain) _____

5. Name three jobs you have held and why you chose them (e.g. income, status, fulfillment)

	Full Time	Why
A.		
B.		
C.		

   Have you ever held a part-time job? If so, why did you choose it? _____
   _____

6. What is your job now and how long have you been there? _____
   _____

7. Are you happy in your work? _____

8. If you could, would you change jobs? _____ Why? _____
   _____
   _____

9. If you had your life to relive, would you follow the same career and educational path? _____
   _____

10. What would have helped you make a better choice? _____
    _____
    _____
    _____

* Adapted from "Teacher Career Self-Analysis," Winona Public Schools, Winona, Mississippi, 1974.

Theoretical Foundations

Most adults who have lived well adjusted, meaningful, and satisfying work lives, whether handicapped or nonhandicapped, have experienced developmental processes which are by nature sequential and ordered. These developmental processes occur naturally throughout the life of any individual and are facilitated by experiences both within and outside the formal educational setting. The developmental process which relates to an individual's interactions with the world of work is called career development (Bailey & Stadt, 1973).

Career education is a concept which encourages and supports the career development process in a systematic, sequential, and ordered fashion. Career development, then, gains curricular definition through the learning experiences or phases of career education, recognizing that the developmental tasks encountered by individuals differ at each stage of their lives.

The process of _____ _____ is facilitated by the learning experiences provided through _____ _____.

Two Theories of Career Development

Ginzberg's theory

Ginzberg, Ginsburg, Axelrad, and Herma (1951) have proposed a theory of vocational development in which vocational choice is perceived as a process involving three periods--fantasy, tentative, and realistic.

Ginzberg et al. propose the following developmental stages related to vocational choice:

-
-
-

During the fantasy period, which most often occurs during early childhood, children make choices that have no rational or realistic basis, but are fantasies drawn from environmental influences.

During the tentative period, individuals begin to recognize their own interests and their abilities to perform certain activities better than others. They also find they attach more value to certain activities. They begin to fit these together into an overall pattern of interests, abilities, and values and apply them to the concept of career choice.

The realistic period is comprised of three stages--exploration, crystallization, and specification. During the exploration stage, the individual is involved in implementing tentative choices or exploring a variety of activities. Usually this person is at the entry job level or college level of education. At this point, individuals evaluate their vocationally related experiences in a more realistic way and begin to establish a pattern of career choice. Crystallization has occurred when the individual is ready to select or specify a particular career path.

According to Ginzberg et al., the process of career development occurs over a period of approximately ten to fifteen years, and ultimately consists of a number of compromises between an individual's desires and opportunities. In addition, it is recognized that some individuals do not progress beyond a certain point in their development. Biological, psychological, and environmental

(Refer to your CAREER SELF-ANALYSIS.) Were your early career choices realistic for you?

Did your career choices change as you learned more about yourself and the world of work?

When did your career pattern emerge?

factors all affect the individual's progress. These researchers maintain that four factors which generally emerge during adolescence are crucial to the development of stable career plans:

- opportunities for reality testing
- timing
- ability to accept delayed reinforcement
- ability to make and adjust to compromise

Adult role models are also seen as contributing significantly to the vocational choice of younger individuals.

Did anyone influence your career choice?

Who? How?

Super's theory

Super (1957) has divided the process of career development into five life stages:

- growth
- exploration
- establishment
- maintenance
- decline

List Super's five stages of career development:

-
-
-
-
-

During the growth stage, the focus is upon physical and psychological development. At this time the individual forms attitudes and adopts behavioral mechanisms that will ultimately become primary ingredients in the

formation of self-concept. Simultaneously, the individual is compiling experiences that provide a background of knowledge of the world of work and the information that will ultimately be used in making tentative career choices and final career decisions.

During the exploratory stage, individuals begin to become aware of occupations as potential components of their lives. In the early parts of the exploratory stage, a variety of occupational choices are frequently expressed. For example, we have all heard children express the desire to be a firefighter one day, the next day a police officer or doctor, the next a teacher or truck driver. Ideas about what one wants to be change rapidly and frequently. Even adults fantasize about those careers that they would some day like to pursue.

When did you start thinking about work as a potential part of your life?

During this stage, however, choices are somewhat unrealistic in that individuals make no attempt to compare what they really want to do, what they are capable of doing, and what opportunities are available. Individuals also begin to explore themselves more fully and to define their capabilities, opportunities, training options, and the kind of lifestyle they would like to live. Toward the end of the exploratory stage, individuals begin to compare themselves with those options and opportunities, attempting to define who they are and what they have the potential to become.

The eleven-year-old who is determined to become a rock star may reflect the _____ characteristics of the exploratory stage.

During the establishment stage, individuals begin to experiment with the various options open to them, as, for example, through part-time work experience. While individuals may accept jobs that they decide are not appropriate as long-range choices, experiences gained through these work activities help direct them toward future career decisions. Toward the end of this stage, individuals begin to internalize components of an occupation as part of their self-concepts and to view their chosen careers as an avenue for obtaining and achieving some of the satisfactions that are important to them.

Did you have any part-time work experiences? _____

During the maintenance stage, individuals attempt to select personally satisfying aspects of a given career and to eliminate those aspects that are negative. Individuals may change or revise their particular work situation in order to bring it more fully into balance with their self-concepts, needs, and desires.

Have you ever changed occupations? _____

Why? _____

_____

_____

During the decline stage, an individual's emphasis on work is toward retaining employment. This is the period of one's work life when one may leave the work force or the world of work. This is not to say that a person who is retired does not work or that all work is paid employment, but rather that one's established pattern is broken and perhaps new avenues are now open to be explored.

One of the major constructs or assumptions underlying Super's theory is that individuals will find greater satisfaction if they are able to implement

their self-concepts through career choice. Self-concept and its development are therefore central to Super's theory and are seen as critical factors in career development. According to Super, each person attempts to maintain or enhance a favorable self-concept. Thus, activities are selected that permit the individual to maintain or improve his or her self-image. This is not an easy or smooth process, since restricting factors are encountered that may be based on personal or environmental limitations. Self-concept evolves as a result of individual experiences and perceptions of significant others' actions, reactions, and expectations over a long period of time. Because career choice is so entwined with self-concept, it changes and finds redirection as self-concept develops.

The extent to which one has the opportunity to learn about a variety of occupations also influences career choice. With wider exposure to a variety of occupations comes greater opportunity to compare those occupations with one's self-concept. Individuals also compare their perceptions of others' opinions of them (family, teachers, peer group, and others) with various occupational roles.

Figure 1 on page 11 compares the stages of career development proposed by Ginzberg et al. and Super. It should be noted that the periods of development are loosely defined in relation to typical or average ages at which persons enter or leave them. It should not be inferred that all persons

The relationship between _____ and _____ _____ is a critical element in Super's theory.

Knowledge of a wide variety of occupations can be provided through _____ _____ experiences.

FIGURE 1

CAREER DEVELOPMENT

Ginzberg et al.

Fantasy Years	Tentative Years	Realistic Years
1-10	11-17	17+

Super

Growth	Exploration	Establishment	Maintenance	Decline
1-14	15-24	25-44	45-64	65+

are ready to enter or leave one stage at any given point. Ginzberg et al. point out, it will be recalled, that some individuals may not progress beyond a given stage. Variability among and between individuals is also recognized within the concept of career education.

Career development, then, involves, defining one's self in relation to the world of work and making decisions based upon that definition or knowledge. Naturally, individuals vary in the extent to which they can make, express, or act upon a personal definition of self in relation to work. Students can be assisted in maximizing their potential for achieving that definition if they are provided with experiences which aid them in gaining knowledge of themselves and the world of work. Because we as teachers have such tremendous opportunity to assist our students in gaining such knowledge, we need to provide them with the experiences to do so.

Career education, when applied to the teaching/learning process, offers a means for assisting students in their career development. The constructs related to the nature of career development and which underlie the career education concept have been synthesized by Bailey and Stadt (1973):

1. Career development is an aspect of an individual's overall pattern of growth and learning.
2. Career development is a long-term evolutionary process, beginning in infancy and extending through adulthood.

The factor of individual _____ is included in the concept of career education.

Career education experiences can assist in what aspects of career development?

•

•

3. Career development is the summation of a complex series of career related decisions made by the individual over a considerable span of time.

4. An individual's striving to arrive at an appropriate occupational goal may be interpreted as an attempt to implement his or her self-concept.

5. Career development proceeds through a series of (primarily) culturally induced developmental periods or life stages.

6. Each developmental life stage involves meeting and coping with increasingly complex developmental tasks. The developmental tasks are susceptible to further description and elaboration.

7. Development through the life stages can be guided. The knowledge, skills, attitudes, and motivation essential for coping with the developmental tasks can be fostered and developed. Career decision-making can be done on rational bases.

8. The degree of mastery of a developmental task and the quality of an occupational decision is a function of the type, amount, and validity of data and experiences to which the individual has been exposed. (pp. 348-349)

Hasn't preparation for the world of work always been a goal of education? To a certain degree, yes.

- In 1913, the National Education Association (NEA) identified vocation as one of the seven cardinal principles of education, along with health, fundamental processes, home membership, citizenship, use of leisure, and ethical character.
- In 1938, the Education Policies Commission of NEA identified economic efficiency as one objective of education.

Paraphrase four (4) of the constructs related to the nature of career development:

-
-
-
-

- The 1944 NEA Commission further stated that all youth need salable skills and positive attitudes toward work.
- The 1961 NEA Commission specified the development of rational thinking as critical to vocational competence. (Goldhammer & Taylor, 1972)

All of these Commissions recognized to various degrees the relationship between education and eventual participation in the world of work. However, it was not until 1971 that the pervasive nature of this relationship began to be recognized. At that time, U.S. Commissioner of Education Dr. Sidney Marland issued his Career Education Now speech. In that speech, Marland proposed:

> . . .that a universal goal of American education, starting now, be this: that every young person completing our school program at grade twelve be ready to enter higher education or to enter useful and rewarding employment.

Why has it become necessary to call for reforms in school programs that more clearly emphasize the strong relationship between education and work? Hoyt (1975) answers this question clearly in his specification of conditions that point to the need for such reform. Several of these criticisms specify:

- Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

The intimate relationship between _____ and _____ has been more fully recognized in recent years.

- Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.

- Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work.

- The growing need for and presence of women in the work force has not been reflected adequately in either the educational or the career options typically pictured for girls enrolled in our educational system.

- Insufficient attention has been given to learning opportunities that exist outside the structure of formal education and are increasingly needed by both youth and adults in our society.

- American education, as currently structured, does not adequately meet the needs of minority or economically disadvantaged persons in our society. (pp. 1, 2)

Thus, Hoyt states that career education is perceived by many to be a common element which can respond to these criticisms.

> Each of the . . . criticisms cited centers on relationships between education and lifestyles of individuals. Any comprehensive program of educational reform designed to answer such criticisms must be based on some common element inherent in each of them. Such a common element must be one that can logically be related to the needs of all persons involved in education. It must be related to the societal goals for education as well as to the individual personal growth goals of learners. (p. 2)

List three (3) conditions which call for reform in education.

-
-
-
-

Which of the conditions cited as needing reform have been of professional concern to you?

-

The need for reform in both general and vocational education has also been emphasized in recent reviews of a number of studies of American secondary education (Passow, May, 1975; Passow, December, 1975; Bruce et al., 1976; and Copa, 1976). Each of these studies indicates a need for greater correlation between schooling and the world of work, additional educational options for youth, expanded work experiences, and extended educational experiences beyond the walls of the school.

Definitions

Since the early days of the career education movement, various individuals and groups have sought to define the concept clearly. Listed below are several of the many definitions that have been proposed:

Identify the central theme in each of these definitions:

- Career Education can be defined as an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living.

  (K. B. Hoyt, 1975, p. 5)

  Hoyt:

- 'Career education' . . . means the totality of experiences, which are designed to be free of bias and stereotyping on account of race, sex, age, economic status, or handicap, through which one learns about, and prepares to engage in, work as part of his or her way of living, and through which he or she relates work values to other life roles and choices (such as family life).

  (U.S. Congress, P.L. 95-207, Dec. 13, 1977)

  U.S. Congress:

- Career education refers to educational programs and curriculums at many different developmental levels, and provided by several types of delivery systems, which provide experiences designed to help individuals become oriented to, select, prepare for, enter, become established, and advance in an individually satisfying and productive career. Basic to the concept of career education is the recognition that preparation for a career role must begin in early childhood if the individual is to develop the concepts, attitudes and skills which insure freedom of choice and expand career options. Career education eliminates artifical distinctions between 'general' and 'vocational' education by fusing the two in a manner which enables the student to better solve personal, social, and career related problems.

  (Bailey & Stadt, 1973, pp. 346-347)

  Bailey:

- Career education is the process of systematically coordinating all school, family, and community components to facilitate each individual's potential for economic, social, and personal fulfillment.

  (Brolin, in Brolin, McKay, & West, 1978, p. 1)

  Brolin:

These definitions differ in the extent to which they include or exclude various factors and goals. However, they also have several common emphases. These commonalities include emphasis upon:

- Individual needs
- Developmental processes
- Work
- Community involvement

- Expanding options
- Preparation for adult life

Later in this section you will have an opportunity to develop your own definition of career education.

Do you perceive additional common emphases? If so, list them here.

Career Education and Educational Programs

Frequently, the question arises as to the ways in which career education differs from vocational education and from elementary and secondary general and special education. Figure 2 on pp. 20-21 expresses these differences along eleven major characteristics. Although vocational education, general education, and special education have considerable differences in terms of intent, approach, and methods, it is also clear that when career education is applied within each, an intimate relationship exists among them. Since career education is not taught as a separate course or program, it should be thought of as a focus within general, special, and vocational education programs, with educators in each field implementing career education concepts within their existing programs. Career education is thus viewed as an essential facet of all educational programs.

Is career education offered as a separate course? ___yes ___no

Why or why not?

The concept of career education is blended into all instructional areas. Far from causing these areas to lose their identity or purpose, career education enhances them by relating that which is learned through

the school to those behaviors, attitudes, and general skills needed in work and daily living. Furthermore, career education, as with career development, can be thought of as continuous. Individuals are continuously becoming aware of career options which they may or may not choose to explore. If those options are explored, individuals may or may not choose to alter their career paths by preparing for new career roles. Thus, individuals are continually making decisions about their career choices and life roles.

Are there any careers you, as an adult, would like to explore? If so, what are they?

Can you perceive yourself choosing to prepare for another life or career role now or in the future?

Phases of Career Education

Through career education, the relationship between that which is learned through the school and that which occurs in work and daily living is made clear to students throughout their educational experiences. This clarification is achieved through the phases of career education, which in turn reflect the stages of career development. The phases of career education may be defined as:

- Awareness
- Orientation
- Exploration
- Preparation

During the awareness phase, students are provided with experiences which enable them to begin to:

FIGURE 2

COMPARATIVE APPROACHES TO EDUCATIONAL PROGRAMS

CHARACTERISTICS	CAREER EDUCATION	VOCATIONAL EDUCATION	GENERAL EDUCATION	SPECIAL EDUCATION
Populations served	All students at all educational levels, K-Adult	14 and older in secondary and postsecondary schools with specified career objectives; in specifically organized programs below B.A. level	Most elementary and secondary students	Handicapped children and youth identified in accordance with state standards; gifted/talented children and youth according to state legislation or local policy
Teachers	All are involved	Vocational education certified or service area certified	Certified in specific subject matter areas	Specially certified
Counselors	Intimately involved in all areas	Primarily as related to placement, follow-up, personal-vocational	Primarily as related to personal and academic	Some related to placement and personal, often through Vocational Rehabilitation
Curriculum	Integration into existing curriculum: includes occupational information; job acquisition and retention skills; attitudes; decision-making; academic skills; work habits; career planning skills	Skill training with related class based on community input and manpower needs	Emphasizes academic; based on tradition	Self-help, academic, prevocational
Classroom organization	Encourages flexible schedule for work experience, rotation, field trips; encourages individualization	Developed to be primarily self-contained; many include work experience component	Generally confined to traditional classroom	Varies based on needs of the child
Instruction	Promotes individualization	Combines individualized with group	May combine individualized with group	Individualized
Evaluation of students	Performance-based	Performance-based--skill class/ may be norm-referenced in related classes	Mainly norm-referenced with some exceptions	Performance-based
Work emphasis	Application of subject matter to future careers; work habits; occupational opportunities; personal/ social values; attitudes;	Skill training/work habits/ attitudes for entry into a specific occupation or cluster of closely related occupations	Low emphasis	Work adjustment, attitudes and habits; work experience; job acquisition and retention; most often at secondary level; low emphasis at elementary

COMPARATIVE APPROACHES TO EDUCATIONAL PROGRAMS

CHARACTERISTICS	CAREER EDUCATION	VOCATIONAL EDUCATION	GENERAL EDUCATION	SPECIAL EDUCATION
	lifestyle offered; job acquisition skills; job requirements; mobility afforded; need for adapting to change; career planning and decision-making			
Leisure/ Avocational	Emphasizes constructive use of leisure: lifestyle, opportunities and options available, social interaction, how avocation could lead to vocation	Low - growing through youth groups	Some emphasis: reading for pleasure; electives; drama; art; music; sports; extra-curricular activities; development of skills for hobbies	Some emphasis
Employment	Paid and non-paid exploration	Primarily paid, although non-paid also considered in some programs	Low emphasis	Paid and non-paid
Community involvement	Intensive, through collaboration - includes business, industry, labor, government, civic organizations, parents, students	Primarily only those who are directly involved in the occupation for which training is provided, including business, industry, and labor	Low emphasis	Primarily work experience related and involvement of community agencies (e.g. Vocational Rehabilitation) and parents in providing service

- Strengthen self-concept.
- Clarify values.
- Learn verbal and written communication.
- Build positive attitudes toward others.
- Recognize the uniqueness of individuals.
- Become aware of various careers.
- Create positive attitudes toward work.
- Attribute positive value to all work roles.

List several awareness outcomes which may be facilitated by a lesson plan on using the telephone.

The basic skills of reading, writing, spelling, and computing are strengthened, rather than diluted, by the integration of career concepts. All subject matter is related to careers, career fields, lifestyle preferences, and/or the attitude and work adjustment concepts mentioned above. Students are exposed to a wide variety of careers through field trips, resource persons, projects, hands-on experiences, multimedia materials, roleplaying, puppetry, skits, and discussions.

Can basic academic skills be a meaningful part of a lesson plan about using the telephone? How?

Review the lesson plans on pp. 32-33, in which career education activities have been integrated. If you work with youngsters who are functioning in the awareness phase of career education, you should complete at least one of the lesson plans on pp. 34-35.

During the orientation phase, students are provided with experiences through which they:

- Continue to enhance self-concept.
- Identify what work is, why people perform different kinds of work, and what kinds of occupations exist and why.
- Achieve greater self-understanding.
- Develop a greater sense of personal independence and responsibility for their own actions.
- Apply decision-making and classification skills.
- Develop social relationships more fully.
- Strengthen work habits and attitudes.

Name 2 outcomes at the orientation level that may be facilitated by an instructional objective requiring students to make proper change from a one-dollar bill.

As in the awareness phase, students acquire these experiences through the integration of career education concepts within the ongoing curriculum, and they continue to be exposed to a wide variety of careers through the types of experiences outlined in the awareness phase.

Briefly suggest two classroom activities that would relate career education to the instructional objective of making proper change.

Review the lesson plans on pp. 36-37, in which career education activities have been integrated. If you work with youngsters who are functioning in the orientation phase of career education, you should complete at least one of the lesson plans on pp. 38-39.

The next phase is exploration. This is not a structured division, since some students will continue to need awareness and/or orientation activities. During the exploration phase students begin to:

- Define themselves in relation to future careers.
- Identify themselves as individuals.
- Make decisions about their likes and dislikes.
- Begin the process of career planning.
- Further develop understanding and acceptance of self and others.
- Continue to develop the skills necessary for appropriate work adjustment and work habits.
- Begin to develop a sense of problem-solving.
- Identify with the behaviors required in a working environment.

During the exploration phase, in addition to being involved in activities similar to those identified in the awareness and orientation phases, students frequently begin to be involved in work experiences. Such experiences vary widely and may include:

- In-school work simulations.
- Self-initiated part-time paid employment.
- Volunteer work.
- In-school work experiences.
- Shadowing (following and observing) workers in the community.

Thinking back to your earlier reading, is the outcome of identifying themselves as individuals a relevant one for students during the exploration phase? Why or why not?

A student who serves as a hospital volunteer or works part-time as a theater usher is engaged in the _____ phase of career education.

- Non-paid work experiences initiated by the community and school.

They may also be involved in acquiring work-related concepts, skills, and attitudes through, for example, industrial arts, home economics, and personal typing programs.

> Review the lesson plans on pp. 40-41, in which career education activities have been integrated. If you work with youngsters who are functioning in the exploration phase of career education, you should complete at least one of the lesson plans on pp. 42-43.

The preparation phase incorporates work or college preparation and extends through job entry and/or continued education. During this phase, students receive the training necessary for immediate employment (through vocational education programs, work experience programs, CETA in-school programs, or work-study programs) or post-secondary education (college, junior/community college, technical school, or apprenticeship training). Based on the solid foundation built up through the phases of awareness, orientation, and exploration, many preparation-level students may be ready to make tentative career decisions. It must be reiterated that it is not mandatory, nor is it probable, that all students will be ready to make these decisions.

A student enrolled in a computer programming course is in the _____ phase of career education.

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In addition to skill-related courses, the vocational student participates in work-related or academic courses relevant to his or her career needs. College preparatory students, while attending classes that prepare them to cope and be familiar with the demands of college-level work, also obtain employability skills. Ideally, participation in the various secondary school options is considered to be open-ended, allowing students to change their minds based upon new experiences, perceptions, and acquired skills.

During the preparation phase, students learn to

- Implement self-concept through tentative career plans.
- Identify personal reasons for tentative career choices.
- Apply decision-making skills to career and lifestyle choices.
- Demonstrate appropriate work adjustment skills, work attitudes, and work habits.
- Relate to the probability of change within work and self over time.
- Define various life roles and lifestyles as individually meaningful.
- Apply problem-solving strategies to daily living and working.
- Recognize personal strengths and limitations.
- Appreciate the strengths and limitations of others.

Identify two or more of the outcomes of the preparation phase that you feel are particularly important for students to acquire.

-
-

As in the other phases, career education concepts are integrated within all portions of the curriculum. All high school students receive experiences

within their classes that are directly related to various careers, work attitudes and adjustment, lifestyle choices, and career planning and decision-making. Guidance also plays a vital role in the preparation phase, with emphasis given to placement and follow-up activities as well as to continued individual counseling services. In addition, the preparation phase encompasses those years which a student spends in additional training situations. These may include college, junior/community college, training institutes or proprietary schools, or apprenticeship programs. The preparation phase extends throughout the student's life, and allows for exit and re-entry into the education system at any point.

What role do guidance counselors have in the preparation phase?

When does the preparation phase end?

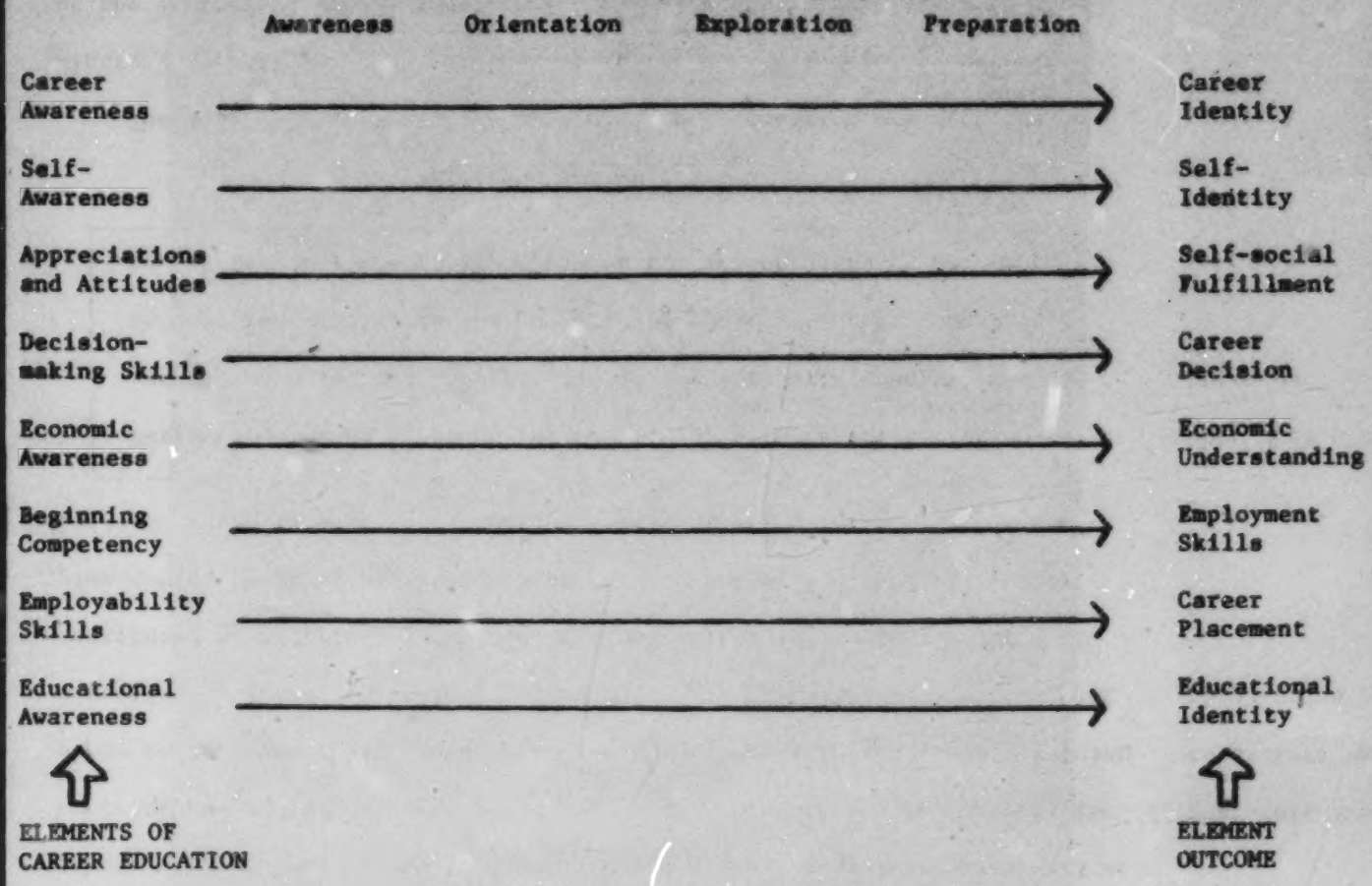
> Review the lesson plans on pp. 44-45, in which career education activities have been integrated. If you work with youngsters who are functioning in the preparation phase of career education, you should complete at least one of the lesson plans on pp. 46-47.

Elements and Outcomes

The major elements and outcomes of career education are depicted in Figure 3 on page 28. You will note that the outcomes develop over time as the learner matures. Furthermore, the elements interrelate with each other and with the overall development of the individual.

FIGURE 3

ELEMENTS AND OUTCOMES OF CAREER EDUCATION*



*Based upon the Comprehensive Career Education Model developed by The Center for Vocational Education, The Ohio State University.

Career awareness is that element which concerns knowledge of a wide variety of career options, with its outcome, career identity, being that each individual defines himself or herself in terms of a role or roles within the world of work.

Self-awareness addresses knowledge of the different aspects which make up the total self, with the outcome being self-identity, whereby persons know themselves.

Appreciations and attitudes focus upon knowledge of life roles and one's feelings about and behaviors toward self and others in relation to social and economic systems. The outcome of self-social fulfillment is demonstrated by personal achievement of active, satisfying life roles.

Decision-making skills address the rational analysis and application of information to problem-solving behaviors, with the outcome being the ability to make career decisions involving the implementation of a career plan or direction.

Economic awareness focuses upon the processes of producing, distributing, and consuming goods and services, with economic understanding being the outcome through which individuals solve social and personal economic problems.

(Refer to your CAREER SELF-ANALYSIS.)

Which of these elements were you particularly strong in when you made your first career decisions?

Beginning competency relates to the ways in which individuals acquire and apply specific skills, with employment skills being the outcome through which individuals apply those skills in work-related tasks.

Employability skills involve knowledge of the social and communication skills related to career placement, with career placement as the outcome whereby individuals obtain and retain employment as part of implementing their career plans.

Educational awareness denotes the significant interrelationship between education and work, with the outcome of educational identity being the ability to select the educational options related to one's career goals and plans.

In summary, career education is a concept which encourages and supports the career development process for all individuals. It is a concept applied within all educational programs by all educators, and serves to help learners focus upon their present and future life roles. Central to the concept of career education is a definition of work which relates to the potential and need for all individuals to engage in meaningful and productive life activities. Such activities may or may not include paid employment. These activities relate to each individual's life roles as worker, learner, and social being. The outcomes of career education relate to each person's

Which of these elements do you feel you may have lacked when you made your early career decisions? (Refer to the preceding page also.)

achievement of a career identity, a self-identity, self and social fulfillment, career decision-making, economic understanding, employment skills, career placement, and educational identity.

Now that you have completed Section 1, it is time for you to write your own definition of career education. Feel free to be creative!

LESSON PLAN

LEVEL: Awareness

INSTRUCTIONAL OBJECTIVE(S):

The student will maintain balance on a balance beam while walking forward without error in three trials.

CAREER CONCEPT(S):

Many careers require a certain degree of coordination.

INSTRUCTIONAL ACTIVITIES:

1) Have students name activities they perform which require good balance (e.g., tree climbing, swinging, jungle gym).
2) Discuss occupations which require good balance (e.g., construction workers, circus performers, football players, window washers, bricklayers, water tank maintenance persons, house painters).
3) Demonstrate the skill.
4) Assist each child by holding his/her hand as he/she walks across the balance beam.
5) Allow each child to walk alone.
6) Upon successfully completing the task, have students role play tightrope walkers or construction workers.
7) Take a field trip to a circus or construction site.

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MATERIALS AND RESOURCES:

balance beam

RELATED OCCUPATIONS:

listed above

EVALUATION:

walking across balance beam without error in three trials

LESSON PLAN

LEVEL: Awareness

INSTRUCTIONAL OBJECTIVE(S):

The student will be able to

1) Name and identify various weather conditions, using simple terms such as rain, snow, fog, clear, cold, wet, etc.
2) Explain in simple terms how people adapt to different weather conditions, e.g. "People wear coats when it's cold so they can keep warm."
3) Identify outdoor workers and explain how the weather affects their work.

CAREER CONCEPT(S):

Many people have careers that involve a need to know about weather conditions. Some workers need to know about the weather in advance in order to do their jobs.

INSTRUCTIONAL ACTIVITIES:

1) Discussion topics: What is weather? Who predicts the weather? What are some kinds of work where people need to know about the weather? What kinds of clothes do we wear for different weather conditions?
2) Dress dolls for different kinds of weather.
3) Make a weather clock. Have pupils set the dial on the section that represents the day's weather.
4) Students role play the work of a weather reporter on television.
5) Students keep a chart of the weather for a week or longer. On each day they draw a symbol to indicate whether it is rainy, sunny, cloudy, foggy, etc.
6) Students collect pictures of workers who need to know the weather in advance (pilot, farmer, ship captain, etc.). Use them for bulletin board display.
7) Students draw or cut from magazines pictures of people appropriately dressed for working in various weather conditions.

MATERIALS AND RESOURCES:

magazines, scissors, paste
poster board
dolls
resource book: Branson, M. et al. What is weather, in The world of mankind--People in our world. Chicago: Follett, 1973.

RELATED OCCUPATIONS:

all

EVALUATION:

90% accuracy on oral and/or written questions designed to measure attainment of the instrucational objectives.

LESSON PLAN

LEVEL: Awareness

INSTRUCTIONAL OBJECTIVE(S):

1) The learner will demonstrate ability to organize ideas by dictating a story of at least five sentences.
2) The learner will demonstrate his/her story to the class in a personally meaningful way (e.g., telling, drawing, music, acting).

CAREER CONCEPT(S):

People have many kinds of careers. Every person is an individual with different abilities, interests, needs, and values.

INSTRUCTIONAL ACTIVITIES:

MATERIALS AND RESOURCES:

RELATED OCCUPATIONS:

EVALUATION:

LESSON PLAN

LEVEL: Awareness

INSTRUCTIONAL OBJECTIVE(S):

1) The student will identify the various life roles and responsibilities for the members of his or her family.
2) The student will identify his or her own roles and responsibilities in the family.

CAREER CONCEPT(S):

Family and community members are dependent upon one another.
A person has many life roles and responsibilities.

INSTRUCTIONAL ACTIVITIES:

MATERIALS AND RESOURCES:

RELATED OCCUPATIONS:

35

EVALUATION:

LESSON PLAN

LEVEL: Orientation

INSTRUCTIONAL OBJECTIVE(S):

The student will demonstrate the ability to add and subtract money values up to $5 without error.

CAREER CONCEPT(S):

Many careers and life roles require economic understandings.

INSTRUCTIONAL ACTIVITIES:

1) Set up a mock grocery store using empty cans and boxes of various sizes and quantities with appropriate prices. Give students a short grocery list and have them buy appropriate sizes of each item without exceeding $5.
2) Provide worksheet with pictures of assorted items with price tags. Students make as many groups as they can of the items while keeping the total below $5.
3) Invite a speaker from the Extension Service. Topic(s): meal planning, comparative shopping, job of extension service agent.
4) Prepare a shopping list for a class party. Take a field trip to grocery store to make purchases. Discuss any compromises that had to be made because of the $5 limit.

MATERIALS AND RESOURCES:

money
empty cans and boxes
ditto worksheets

RELATED OCCUPATIONS:

all

EVALUATION:

Successful participation in grocery store activity, with purchases not exceeding $5.
90% accuracy on written worksheets.

LESSON PLAN

LEVEL: Orientation

INSTRUCTIONAL OBJECTIVE(S):

The student will demonstrate knowledge of the development of transportation and its effect upon individual and community life through discussion, written work, and a project.

CAREER CONCEPT(S):

Technological progress changes, eliminates, and creates work. New and different jobs may exist in the future from those found in the past and present.

INSTRUCTIONAL ACTIVITIES:

1) Student discussion involving the following:
   a) the effect of transportation on our own lives and on the community;
   b) types of transportation and related jobs;
   c) historical development of transportation;
   d) transportation aids (e.g., terminals, weather forecasting, shipping, skilled workers)
2) Student will develop a project concerning the history of one type of transportation from past to present, using posters, models, reports, etc.
3) Working in pairs, students will develop a project relating to transportation workers of the future.
4) Students will research occupational material on transportation jobs and discuss in small groups.

MATERIALS AND RESOURCES:

books
filmstrips
printed occupational information
poster paper

RELATED OCCUPATIONS:

ticket agent
railroad engineer
stewardess
mechanic
taxi driver
safety engineer
dock worker
pilot
clerk
air traffic controller
bus driver
truck driver

EVALUATION:

Observation of student discussion
Project grades

LESSON PLAN

LEVEL: Orientation

INSTRUCTIONAL OBJECTIVE(S):

1) Given a list of 10 words, the student will alphabetize them with 90% accuracy using first and second letters.
2) Following classroom experiences, the student will identify three resources which use alphabetical order (e.g., telephone book, catalogues, dictionary).

CAREER CONCEPT(S):

Careers and life roles require various skills and abilities.

INSTRUCTIONAL ACTIVITIES:

MATERIALS AND RESOURCES:

RELATED OCCUPATIONS:

EVALUATION:

LESSON PLAN

LEVEL: Orientation

INSTRUCTIONAL OBJECTIVE(S):

The student will demonstrate the ability to multiply two-digit numbers with 90% accuracy.

CAREER CONCEPT(S):

Knowledge and skills in different subjects enhance performance in different life roles.

INSTRUCTIONAL ACTIVITIES:

MATERIALS AND RESOURCES:

RELATED OCCUPATIONS:

39

EVALUATION:

LESSON PLAN

LEVEL: Exploration

INSTRUCTIONAL OBJECTIVE(S):

The student will demonstrate the ability to identify and use four verb forms.

CAREER CONCEPT(S):

Correct speaking and/or writing ability is useful in most jobs, essential in some.

INSTRUCTIONAL ACTIVITIES:

1) Following an introductory lecture, students will select an article from a newspaper about an occupation in which they are interested. They will underline all present tense verbs in black, past tense in yellow, and past participles in red.
2) Students will list as many action verbs as they can from selected pictures of persons in varying occupations.
3) Students will locate 25 verbs in magazines and newspapers relating to an occupation.
4) Students will write a short article about an occupation, using correct verb tenses.
5) Students will take a field trip to a newspaper office to talk with editors and reporters.

MATERIALS AND RESOURCES:

newspapers
magazines
magic markers
text - English on the Job
occupational briefs
occupational pictures

RELATED OCCUPATIONS:

all

EVALUATION:

written and/or oral test on verb identification and usage
participation in related class activities and discussion

LESSON PLAN

LEVEL: Exploration

INSTRUCTIONAL OBJECTIVE(S):

The student will identify and apply classifications of areas of objects in relationship to perimeters and methods of determining area.

CAREER CONCEPT(S):

Different occupations are interrelated in many ways. Many different careers require similar academic skills.

INSTRUCTIONAL ACTIVITIES:

1) Students will visit site of the new elementary school and determine the size and shape of the building design.
2) Working in pairs, students will list as many occupations as they can that are involved in building a school.
3) Students will design, individually or in small groups, a new school on posterboard using teacher-assigned room measurements.
4) Students will figure the cost-per-room bids, given square foot costs by teacher.
5) Invite architect and general contractor as guest speakers for classroom discussion on approved design and bid of new school, the interrelationship between builders and architects, and positive and negative aspects of their respective careers.
6) Choose Unique Math Game from Angle and Geometric Forms.
7) Display posters.

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MATERIALS AND RESOURCES:

long metal measuring tape
paper, pencil, ruler
drawing triangles
Unique Math Game
posterboard
OEK--Job Exploration Kit
WORK--Desk Top Career Kit

RELATED OCCUPATIONS:

drafter
civil engineer
architect
interior designer
seamstress/tailor
highway engineer
tax assessor
building supply representative
plumber
electrician
bricklayer
roofer

EVALUATION:

1) Students will design a new school and will be graded on correct areas computed and correct cost of individual classroom/office area and total cost of building.
2) Design will be judged and posted as first, second, and third place winners.

LESSON PLAN

LEVEL: Exploration

INSTRUCTIONAL OBJECTIVE(S):

1) The student will identify the techniques used in persuasive materials such as advertising and propaganda through a student project.
2) The student will assess his or her own behavior and that of others in a group problem-solving situation.
3) The student will identify three positive interpersonal skills that can be used to affect the behavior of others (e.g., cooperation, assertion, praise, listening, respect, encouragement).

CAREER CONCEPT(S):

Personal relationships with others are important to job satisfaction and retention.

INSTRUCTIONAL ACTIVITIES:

MATERIALS AND RESOURCES:

RELATED OCCUPATIONS:

EVALUATION:

LESSON PLAN

LEVEL: Exploration

INSTRUCTIONAL OBJECTIVE(S):

1) The student will differentiate between goods and services in the economic system.
2) The student will describe the differences and interrelationships between producing and consuming goods and services.

CAREER CONCEPT(S):

People have many kinds of careers. Every occupation contributes to society. Work experience facilitates career decision-making. Different occupations are interrelated in many ways.

INSTRUCTIONAL ACTIVITIES:

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MATERIALS AND RESOURCES:

RELATED OCCUPATIONS:

EVALUATION:

LESSON PLAN

LEVEL: Preparation

INSTRUCTIONAL OBJECTIVE(S):

1) The student will identify the rights guaranteed by the Constitution.
2) The student will discuss legislation that bars discrimination on the basis of sex, race, age, handicap, and national origin, including (a) rationale; (b) provisions; and (c) enforcement.

CAREER CONCEPT(S):

Every individual, regardless of sex, race, handicap, age, or national origin, can have a meaningful and rewarding career.

INSTRUCTIONAL ACTIVITIES:

1) Students will discuss and identify constitutional rights.
2) Lawyer will discuss current legislation designed to protect the rights of specific groups and answer questions.
3) Guest speakers will discuss barriers they have encountered related to obtaining education and employment, and will answer questions.
4) Students will examine forms of discrimination through a self-selected project, working in one of five topic groups: sex, handicap, age, race, national origin.

MATERIALS AND RESOURCES:

consumers from community
lawyer

RELATED OCCUPATIONS:

all

EVALUATION:

student projects

LESSON PLAN

LEVEL: Preparation

INSTRUCTIONAL OBJECTIVE(S):

1) Given an equipped dental office and the guidelines for maintaining a comfortable and safe office, the student will check all factors and make adjustments as needed. All items on the instructor's checklist must be acceptably completed.*
2) The student will verbally relate job attitudes to patient comfort and safety.

CAREER CONCEPT(S):

People's attitudes affect their work and the attitudes of others.

INSTRUCTIONAL ACTIVITIES:

1) Small groups of students will use brainstorming to develop a list of factors related to the environmental comfort and safety of an office. Groups compare lists and consolidate their lists.
2) During group discussion, students will compare their lists to the instructor's guidelines.
3) Small groups of students will discuss the impact on patients and employee feelings or safety when each guideline is not observed.
4) Students, working in pairs, will inspect the laboratory class, using instructor guidelines and making adjustments as needed.
5) Show and discuss filmstrips from Job Attitudes Series (Liking Your Job and Your Life; Trouble at Work; Failure to Communicate). Students will role play situations derived from the filmstrips and discuss impact on patient and employee attitudes. Students will then develop an office attitudes checklist.

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MATERIALS AND RESOURCES:

Guidelines for Office Environments (V-TECS Guide)
Job Attitudes filmstrips (Guidance Associates)

RELATED OCCUPATIONS:

all

EVALUATION:

Correct evaluation and adjustment of laboratory environment using instructor's checklist.

*From V-TECS Guide for Dental Assistant.

LESSON PLAN

LEVEL: [Preparation]

INSTRUCTIONAL OBJECTIVE(S):

1) Given a set of tasks of varying priorities, the student will prioritize work load and complete all tasks.
2) Given three alternatives for performing five tasks, the student will identify which is most efficient.

CAREER CONCEPT(S):

Every career requires some degree of planning and decision-making.

INSTRUCTIONAL ACTIVITIES:

MATERIALS AND RESOURCES:

RELATED OCCUPATIONS:

EVALUATION:

LESSON PLAN

LEVEL: Preparation

INSTRUCTIONAL OBJECTIVE(S):

The student will demonstrate appropriate oral and written communication skills through activities related to job acquisition (e.g., locating sources for employment information; identifying potential employment sites; completing job application forms; and participating in job interview simulations.)

CAREER CONCEPT(S):

Appropriate behaviors are required to obtain and retain any job.

INSTRUCTIONAL ACTIVITIES:

47

MATERIALS AND RESOURCES:

RELATED OCCUPATIONS:

EVALUATION:

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CAREER EDUCATION FOR EXCEPTIONAL INDIVIDUALS

Introduction

In Section 1 of this manual you were introduced to the general concept of career education. As you proceed through Section 2, you will focus upon career education as an appropriate concept for the education of exceptional individuals. As we examine the need for career education for exceptional individuals, we must also define, both generally and specifically, the nature of the population we seek to serve, keeping in mind the unique individuality of every learner. In our efforts to provide opportunities for every student to attain her or his highest potential, the provision of career education experiences for exceptional learners can serve as an integrating and meaningful focus.

Objectives

As a result of completing this section you will be able to:

- Recognize varieties of exceptionalities.
- Identify factors influencing career development for exceptional individuals.
- Modify lesson plans that include career education concepts to meet the needs of exceptional students.

Who Are Exceptional Individuals?

There are many different types of handicaps which may be defined differently, depending upon their source and intended use. From an educational perspective, useful definitions are paraphrased by Brolin et al. (1978) from Public Law 94-142. This act, also called the Education for All Handicapped Children Act, specifies that handicapped children must not only have one or more of the disabilities described below, but must also require special education and related services in order to achieve their fullest potential in the school setting.

- Deaf--A hearing impairment so severe that the child cannot understand what is being said, with or without a hearing aid.
- Deaf-Blind--A combination of hearing and visual impairments causing such severe communication, developmental, and educational problems that the child cannot be accommodated in either a program just for the deaf or one that is specifically for the blind.
- Hard of Hearing--A hearing impairment that adversely affects a child's educational performance, but is not as severe as deafness.
- Mentally Retarded--Both significant subaverage general intellectual functioning and deficits in adaptive behavior; these deficits should have been observable throughout the child's development.
- Multiply Handicapped--A combination of impairments, other than deaf-blind, that causes such severe problems that the child cannot be accommodated in a special education program for any one of the impairments.

P.L. 94-142 is also known as the _____ _____.

- Orthopedically Impaired - A severe physical disability that adversely affects educational performance. The term includes [but is not limited to] impairments such as club foot, absence of a limb, cerebral palsy, poliomyelitis, and bone tuberculosis.

- Other Health Impaired - Limited strength, vitality, or alertness due to chronic or acute health problems such as rheumatic fever, asthma, hemophilia, leukemia. . . which adversely affects the child's educational development.

- Seriously Emotionally Disturbed - Schizophrenic or autistic children and others who have a marked degree of one or more of the following characteristics displayed over a long period of time:

  An inability to learn which cannot be explained by intellectual, sensory, or health factors.

  An inability to build or maintain satisfactory interpersonal relationships.

  Inappropriate types of behavior or feelings under normal circumstances.

  A general pervasive mood of unhappiness or depression.

  A tendency to develop physical symptoms or fears associated with personal or school problems.

  This term does not include students who are socially maladjusted, unless they are also seriously emotionally disturbed.

- Specific Learning Disability - A disorder affecting the child's understanding or use of spoken or written language. The student's ability to listen, think, speak, read, write, spell, or do mathematical calculations may be affected. Conditions such as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia are included in this category.

Five types of handicaps are:

1.

2.

3.

4.

5.

This term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps; mental retardation; or environmental, cultural, or economic disadvantage.

- Speech Impaired--A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment which adversely affects a child's educational performance.

- Visually Handicapped--A visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. (p. 77)

A child with a disability may be identified as handicapped and therefore require special education services. The identification, evaluation, and placement of handicapped children are made in accordance with a single state standard specified by P.L. 94-142. In addition, an Individualized Education Program (IEP), to be discussed more fully in Section 3, is developed for each handicapped child, specifying what special education services are required and where they will be provided. Such services are to be provided in the least restrictive educational environment. This means that handicapped learners have the opportunity to interact with their nonhandicapped peers to the greatest extent appropriate.

All children identified as handicapped must have an _____.

Some children with disabilities are not designated as handicapped in the school setting because they do not require special education services and are able to succeed in regular classes without supplementary aids and

Are all children with disabilities educationally handicapped? ___yes ___no

related services (Abeson & Weintraub, 1977). Other children with disabilities are identified as handicapped because, although they may be able to succeed in some or all regular school programs, they require special education and/or related services to do so. Still other handicapped children may be unable to succeed in the regular education setting and may require special, substantially separate programs.

The provision of special education and related services can enable many handicapped children to succeed in regular programs.

___yes ___no

The exceptional child may also be defined as such by reason of demonstrated superior capabilities. The most recent federal legislation pertaining to the education of gifted and talented learners, P.L. 95-561, states that such children and youth are those:

> . . .who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance capabilities in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reason thereof, require services or activities not ordinarily provided by the school.

_____and _____ learners are also identified as exceptional.

Thus, the U.S. Office of Education has identified six areas in which children may demonstrate giftedness or high performance abilities:

- General intellectual ability.
- Specific academic aptitude.
- Creative or productive thinking.
- Leadership ability.
- Ability in the visual or performing arts.
- Psychomotor ability.

According to Hoyt and Hebeler (1974), gifted children possess the following attributes:

- A high potential for excellence.
- Higher ratings on those subjects which require abstract thought, self-confidence, the ability to adapt oneself to changing circumstances, and quickness of mental process.
- A tendency to progress academically three or four times faster than the average child.

Exceptional individuals, then, are those who possess a wide variety of abilities and needs. Their characteristics range from severely and profoundly handicapped to those who are exceptionally talented and/or intellectually gifted. These are individuals "whose career potentials range from sheltered to competitive work and living arrangements" and who ". . . require career education experiences which will develop to the fullest extent possible their wide range of abilities, needs, and interests" (CEC Position Statement).

How Does Exceptionality Affect Career Development?

The career development theories outlined in Section 1 are designed essentially for nonhandicapped persons. However, many believe that these theories do in fact also apply to exceptional individuals.

The mentally and physically handicapped person fundamentally is not much different from a person developing normally. Certainly there are differences, but these are differences

_____ _____

experiences can assist exceptional individuals in achieving their fullest career potentials.

___yes ___no

> of degree. Indeed it would be fair to say that all of us are handicapped in some way, but usually these handicaps don't affect us so adversely that our work life is endangered (DuRand & Neufelt, 1975, p. 5).

Furthermore, Rusalem and Coher state:

> . . . Although the process of adapting to the world of work is complex for all people in this society, it is even more so for the exceptional individual. This is because his [or her] career opportunities are attenuated by employer bias, the functional limitations of the disability, experience deprivation, and/or restricted access to community guidance, training, and counseling resources (In Cruickshank & Johnson, Eds., 1975, p. 637).

Thus, for exceptional individuals, the career development process, while similar to that of average individuals, may not proceed as smoothly or as serendipitously. As was stated in Section 1, individuals vary in the extent to which they can make, express, or act upon a personal definition of self in relation to work. Clearly, this is true of exceptional individuals. However, what is most basic for these students is that the career development process be encouraged and supported in a systematic, sequential, and ordered fashion. Career education, when designed to meet individual needs, can provide that encouragement and support.

When one designs career education experiences for handicapped individuals, several factors which relate to disabilities must be kept in mind. These factors include:

Developmental differences between handicapped and nonhandicapped persons are fundamental and pervasive.

___yes ___no

Name three factors which decrease career opportunities for handicapped persons.

-
-
-

- Degree of severity.
- Age of onset.
- Mobility.
- Language development.
- Contact with family/educational environment.
- Expectations of others.

Identify 4 aspects of disability which affect the career development of handicapped persons.

-
-
-
-

Degree of severity of the handicap is one variable to consider in assessing and assisting individuals in their career development. The impact of a specific handicapping condition upon work and daily living is to a great extent determined by the interactions among the degree of severity, opportunities to learn to compensate, and environmental factors. A given handicap may be mild, moderate, severe, or profound in degree.

The development of self-concept may be significantly affected by age of onset of the disability. Overs (1975) has pointed out the likelihood of substantial differences between the self-concept problems of those who experience their disability at an early age and those who experience it at a later age. Those who are disabled at or before birth, or at an early age, suffer less trauma in that they do not have to revise or reexamine their self-concept in light of a newly acquired disability. On the other hand, those who are disabled at a later age

_____ refers to when a disability was acquired.

often have ". . . the advantage of having acquired more education and experience which will enable them to cope better with vocational self-concept problems" (p. 187). Age of onset may also impact on the degree to which individuals have acquired language or communication skills, learned about the community, established relationships with others, and acquired information about self and environment. All these are intimately related to career development.

How might self-concept be affected by a physical disability acquired at an early age?

A third factor, mobility, can be interpreted as the ability to move around within one's environment. Children whose mobility has been severely restricted by their disability and compounded by architectural barriers will have had less experience with the environment. This will naturally affect their perception of available career choices, as well as their knowledge of the world beyond themselves.

What resources might be available in your community to assist an adolescent in dealing with the impact of a recently acquired disability?

Language development is a fourth factor influencing the career development of some handicapped individuals. If language development is delayed for physical, psychological, and/or environmental reasons, interaction with significant others--peers, parents, and other adult figures--is thereby limited. When communication with the human environment is impeded, the individual's knowledge of that environment and the world of work is greatly affected.

Restricted mobility may be compounded by _____ _____.

Contact with a sustained family/educational environment may also play a role in determining how career development proceeds. If an individual has been in and out of numerous treatment centers or has had to remain at home for prolonged periods, for whatever reason, exposure to school and community environments is decreased, causing some interruptions in the career development process. In addition, Hewett and Forness (1977) have stated that ". . . children who lack sufficient environmental stimulation during critical periods of infancy and early childhood often fail to progress at the normal rate of development" (p. 139). Such stimulation may be physical and emotional as well as environmental. Children who fail to have contact with a sustained family/educational environment may lack sufficient stimulation during these critical periods. Thus, their development may proceed at variable rates.

What are some of the effects of delayed language development?

Briefly describe how career development may be affected by insufficient or interrupted environmental stimulation.

Expectations of others is a sixth factor which should be considered in the career development of exceptional individuals. The expectations others have for the child in terms of future growth and development, ability to adapt, present and future behavior standards, and ability to function in a work-oriented society all impact upon that child's career and self-concept development. Limiting children in the experiences they are allowed to have because it may take them too long to complete a

task or because their ability to perform the task is questioned, simultaneously limits them in the acquisition of skills needed for successful adult life (DuRand & Neufeldt, 1975).

> Too often the world has not been very tolerant of those persons we have officially classified as handicapped. In fact, the marked disabilities that might be noticed when a handicapped person attempts a job are more often the result of limited learning opportunities rather than his or her handicap. For example, the early development of self-identity and an awareness of vocational options are not inborn. We learn who we are and what work opportunities are available through experience. Too often, parents or educators impose restrictions on the learning experiences given to handicapped persons, and so restrict their career opportunities. (p. 5)

Give an example from your own experience of the effect of expectations of others on a handicapped or gifted/talented individual.

Limited expectations are reflected, for example, in reduced opportunities for experiences in the home when the child is not asked to do routine tasks such as taking out the trash or helping with the housework, or at school when the child is not required to finish an assignment or is not allowed to take messages to the office. From such everyday experiences all children may learn important work-related skills, such as responsibility, punctuality, dependability, and task completion. They may also learn important career concepts such as understanding the interdependence of careers, developing occupational skills, and recognizing the contributions of various work roles to society.

Are the tasks children are asked to perform at home related to career development? If so, how?

Limited expectations are communicated to handicapped youngsters through both verbal and nonverbal negative responses. Such communications are frequently based upon stereotypic beliefs about handicapped persons, and may be compounded by stereotypic beliefs concerning the roles of men and women, as well as those of persons from diverse cultural backgrounds. Later career choices may be seriously affected by the negative responses an individual internalizes as a child. As Clark (1979) points out:

> Frequently, a put-down negative response is a result of a lack of information or a distortion of information about either the potential of the child or of the demands and requirements of the occupation a child has indicated a preference for. Stereotyping of the handicapped as persons and stereotyping the characteristics of jobs can both be operating in the put-down of a child's declarations. When one adds to these factors the unpredictability of performance from childhood to adulthood and/or some of the traditional stereotyping of persons and jobs on the basis of sex, race, national origin, and age , you can see how our social values and attitudes can impinge on the self-concepts of handicapped children. (pp. 129-130)

As children mature, they assume adult roles through play and in actuality. In Section 1 of this manual the importance of fantasy as a means of self-concept expression was discussed. Clearly, if a child is restricted in identifying himself or herself with various career choices and roles because of stereotyped beliefs held by others, self-concept will not be enhanced. Therefore it is critically important that attention be given to the elimination of sex, race, national origin, and handicap stereotyping in

Briefly outline the effect of stereotyping on career choice.

all career education activities. By encouraging and supporting each child's career development from early childhood onward, teachers are also encouraging the development of self-esteem. In this regard, Clark (1979), in describing the career education needs of elementary-aged children, states:

> Career education must include a component of occupational information that relates to occupational choice and awareness of occupational alternatives in a way that provides keen sensitivity to handicapped children's need for self-esteem. There is plenty of time later for personalizing the realities they must face in regard to who and what they will be. (p. 131)

In summary, possession of a given disability does not dictate which educational setting or occupational role is appropriate for an individual. Such decisions can only be made with clear understanding of each individual's unique experiences, abilities, interests, and needs, as well as a careful analysis of each educational and community setting in terms of what it can offer the individual. The factors identified above are clearly relevant to such decision-making, as well as to analyzing an individual's current level of career development. It is essential that a flexible approach to career options be kept in mind as we move now into a discussion of factors which affect career education and career development of exceptional persons.

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Persons with a given disability are restricted to predefined career choices.

___yes ___ no

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How Does Exceptionality Affect the Provision of Career Education?

We have stated that career development proceeds at variable rates, both for those identified as exceptional and those not so identified. In addition, with exceptional individuals, the differences between their career development and that of their peers may be magnified by their exceptionalities. The intent of this section is to give you a very general understanding of some of the effects exceptionalities may have upon providing career education experiences. Since it is beyond the scope of this document to provide an in-depth analysis of each exceptionality and its effect upon career development and career education, our discussion will focus upon the following areas:

- Mild and moderate hearing impairments.
- Mild and moderate mental retardation.
- Orthopedic and other health impairments.
- Learning and behavioral disorders.
- Talented and/or intellectual giftedness.

References that provide further information about these and other areas of exceptionality are found in the Suggested Readings at the end of this section. Keep in mind that each exceptionality affects individuals uniquely.

Hearing impairments

Career behaviors, concepts, and attitudes are fundamentally acquired through language/communication systems. Language may be verbal or nonverbal, but it must be acquired if one is to understand and interact fully within society. Since language development begins during infancy, with speech gradually developing in response to sounds emanating from the individual, other persons, and the environment, the hearing-impaired child may be at a disadvantage in its acquisition. As Reynolds and Birch (1977) point out:

When does language development begin?

> We learn to speak because we can hear.
>
> We learn to understand the speech of others because we can hear.
>
> But, more fundamentally, we learn that there is such a thing as language, and we learn how to employ language to communicate because we can hear.
>
> It is a serious matter that a congenitally deaf child, without special instruction, cannot <u>say</u> his name.
>
> It is also serious that the child does not really <u>know</u> his name. <u>But it is most important and most serious of all that he does not know that there is such a thing as a name</u>. It is that most fundamental lack--absence of the most elemental concept of language--that is the core of the educational problem. It is language in all of its ramifications that the child must be taught. (p. 530)

The effect of hearing impairments on career development may be particularly acute because

Lacey (1975) has identified three factors which are intimately related to language development and which can potentially slow down acquisition of appropriate career-related behaviors, concepts, and skills. These three

factors, which are frequently experienced in combination, are:

- Perceptual differences, altering knowledge of self and reality.
- Restricted life space, decreasing knowledge of the familiarity of persons, places, and things beyond the immediate social or geographical environment.
- Limited sociocultural mobility.

Clearly, these problems do not indicate that individuals with hearing impairments cannot acquire language, but rather reflect the significance of language to the overall development of the individual. In addition, the effect of the hearing impairment upon career and language development depends upon severity of the impairment, age of onset, type of hearing loss, cognitive development, and environment.

Because of the uniqueness of each child, no complete set of instructional procedures can be prescribed for all children with a given handicap. However, research has identified some instructional techniques that facilitate the acquisition of skills by children with hearing impairments. Depending upon the unique needs of each hearing impaired child, one or more of the following procedures may be useful in designing career education experiences for him or her.

- Using career education activities as a vehicle for language development; for example, using objects like tools as concrete referents in vocabulary development and using field trips to expand experience bases.

Three factors which can hinder the acquisition of appropriate career behaviors are:

-
-
-

Can hearing impaired children acquire language? ___yes ___no

- Systematically teaching abstract concepts and complex grammatical structures through use of systems such as the Fitzgerald Key, which asks who, what, how many, where, when, in teaching reading.

- Using encouragement to enhance self-confidence and independence.

- Expecting hearing impaired children to accept responsibility for their own actions, demonstrate considerate behavior, and complete assignments.

- Frequently using captioned films, filmstrips, and clearly labeled diagrams and charts.

- Encouraging self-expression through spoken, written, and artistic forms.

- Using role playing to encourage self-expression, appropriate peer interaction, problem analysis, and resolution.

- Writing assignments and outlining lessons on the blackboard or on duplicated sheets.

- Assisting the child in using visual cues to determine meaning in reading.

- Inviting successfully employed adults with hearing impairments to the school as guest speakers. These individuals can serve as excellent role models for youngsters with and without hearing impairments.

- Recognizing the wide variety of career options within the framework of individual abilities, needs, and interests.

- Recognizing that hearing aids make sounds louder but not necessarily clearer.

- Standing near the student with your back away from strong light, and facing him or her when communicating.

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Place a check (✓) beside the procedures on the left which you think you could use in your classes.

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On the following page is an activity that utilizes one of the lesson plans from Section 1. Examine it carefully. Then choose one other lesson plan from Section 1. Use it in responding to the questions on page 70.

Mental retardation

In relation to the work personality of mentally handicapped individuals, Brolin (1976) states:

> The development of a work personality (i.e., an individual's unique set of abilities and needs), occurs at a slower pace than for non-retarded individuals. . . . The complexity of the retarded individual's work personality is less than the average individual's and is highly dependent on the amount of positive reinforcers and experiences. (pp. 22, 23)

In addition, he identifies several factors that influence the career/vocational development of mentally handicapped persons.

- Genetic and environmental factors.
- Early childhood experiences and relationships.
- Parents.
- Amount of positive reinforcement.

Individuals who are mentally retarded tend to learn less efficiently through inference or implication, whether environmental, social, or academic. Since inference and implication are frequently employed by nonretarded individuals in the teaching and learning of appropriate work

Could these factors apply to the career development of persons who are visually impaired? _____

nonhandicapped? _____

ACTIVITY (Sample Response)

1. What problems might a hearing impaired learner encounter in performing the activities specified in your lesson plan on page 34? List those problems here.

   a. Understanding comments of peers during class discussion.

   b. Understanding directions.

   c. Understanding vocabulary.

2. What could you do to alleviate those problems? Who could help you? List possible solutions and resources here.

Solutions	Resources
1. Hold discussion in small group, with students seated in circle. Point to each speaker as called upon during discussion. Seat child with back to window.	Speech teacher
2. Write assignment on the board.	
3. Give speech teacher list of vocabulary words in advance of lesson. Use clearly labeled picture cue cards when introducing vocabulary words.	

ACTIVITY

1. What problems might a hearing impaired learner encounter in performing the activities specified in the lesson plan you chose? List those problems here.

2. What could you do to alleviate those problems? Who could help you? List possible solutions and resources here.

Solutions	Resources

habits, attitudes, and behaviors as well as specific job-related skills, this characteristic greatly affects the retarded person's career development. This does not mean that mentally retarded individuals cannot acquire job-related attitudes and skills, but rather that they must be taught them explicitly.

Similarly, since many of these individuals have not responded to environmental cues usually acquired through implication and inference, they have experienced a good deal of failure in social and academic settings. Frequent experience with failure can lead to the development of a "failure set," whereby the individual begins to perceive each new experience as one in which he or she will fail. The expectancy to fail may be reflected in refusal to try new experiences or tasks and/or denial that assistance is needed. Naturally, expectations of failure impact heavily on self-concept and, in turn, career development. Thus, the definition a mentally handicapped person has of herself or himself in relation to the world of work may be negative, resulting in failure to maximize potential for successful work and personal living.

In terms of general intellectual functioning, mentally retarded individuals experience developmental delays. Mildly and moderately retarded individuals generally develop at a rate of three-fourths to

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Individuals who are mentally retarded are capable of learning appropriate work habits and job skills if _____ _____.

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one-half the rate of their nonhandicapped peers, while severely retarded persons develop at a rate generally one-half to one-fourth that of their nonhandicapped peers. It is logical to assume that such delays affect career development directly, especially in terms of readiness to proceed through specific developmental tasks. For example, before learning to safely climb a stepladder, a child should know how to:

- Climb a jungle gym.
- Walk a balance beam.
- Walk unassisted.
- Crawl.
- Pull up.

Before learning to walk a balance beam, a child needs to learn to

- •
- •
- •

If the developmental tasks preceding learning to climb a ladder are delayed, readiness to learn "ladder climbing" will also be delayed.

Similarly, before learning to file office records in alphabetical order, a student must learn to:

- Alphabetize words through fourth letter and beyond.
- Alphabetize words through third letter.
- Alphabetize words by first and second letter.
- Alphabetize single letters.
- Say letters in alphabetical order.
- Identify letters of the alphabet.
- Sort shapes.

Before learning to alphabetize single letters, a child needs to learn to

- •
- •
- •

Since career development may proceed at different rates, the present developmental level of the student must be taken into account when designing career education experiences. This means that "specific skills and concepts should be introduced and taught when the child has achieved the maturity and has had the experiences necessary for their acquisition." (Johnson, 1975, p. 218)

Depending on individual needs, some of the instructional techniques and curricular emphases that can assist mentally retarded learners in achieving career education goals and objectives include:

- Using career education activities to facilitate language development, including field trips and role playing.
- Using small group discussions to solve specific problems related to behavior and values, moving from simple to more complex problems.
- Acknowledging and rewarding appropriate behavior and task accomplishment.
- Dividing tasks into smaller steps, with prior assessment of readiness to begin each step and rewards for mastery of each, as well as practice of entire task once each step is mastered to enhance retention.
- Teaching students to look for and attend to cues in the task and the environment.
- Frequently reviewing previously learned material in a varied and interesting way to aid retention.
- Using training for transfer experiences, whereby students learn responses that are appropriate to a number of situations.

Place a check (✓) beside the techniques on the left which you believe you could implement in your classes.

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- Expecting students to complete tasks, accept responsibility for their own actions, and demonstrate considerate behavior.
- Employing concrete materials whenever possible (e.g., coins, telephones, telephone books) and then moving increasingly to the more abstract (e.g., shifting from objects to pictures to words in vocabulary activities).
- Using audiovisual materials to teach, review, and/or supplement instructional activities.
- Providing opportunities for self-expression through oral, written, and artistic forms.
- Being specific in task assignment.
- Recognizing the wide variety of career options within the student's interests, abilities, and needs.

Special Tips

1. Focus on skills necessary for work and daily living.
2. Be sure materials and information are well organized and sequenced.
3. Observe the student as he or she completes a task. Errors may be a result of not knowing a specific step in the task. For example, when multiplying a two-digit number, errors may be due to number placement rather than inability to multiply.

Right		Wrong	
$.25		$.25	
x 11		x 11	
25		25	
25		25	
$2.75		$.50	

4. Provide opportunities for overlearning without "overkill," e.g. reading and answering questions about 25 occupational briefs.
5. Use encouragement and reinforcement without condescension.

Look at the following problem, and identify what the student may not understand.

$.6 4
+ .2 6
810

130/a

Choose one lesson plan from Section 1. Use it in responding to the questions on the following page.

Orthopedic and other health impairments

Orthopedic handicaps and other health impairments vary in type and degree. Such handicaps may affect one or more of the major body systems (e.g. skeletal, muscular, cardiovascular, neurological, respiratory) or parts (e.g., arms, legs, face, trunk). These handicaps may be congenital or adventitious (acquired after birth through illness or accident), and may interfere with ambulation, movement of arms and legs, socialization, and/or communication. The effect of the particular handicap, as discussed earlier, depends to a large degree on such factors as age of onset, degree of severity, extent of mobility, language development, expectancies by self and others, and contact with family/educational environment.

Adventitious means

Children affected by orthopedic or other health impairments may have undergone medical treatment requiring extended periods of hospitalization and home recovery. Whatever their rate of intellectual development, whether rapid, average, or slow, periods of confinement may necessitate interruptions in educational experiences, resulting in educational delays.

ACTIVITY

1. What problems might a mentally retarded learner encounter in performing the activities specified in the lesson plan you chose? List those problems here.

2. What could you do to alleviate those problems? Who could help you? List possible solutions and resources here.

Solutions	Resources

In addition, such confinement may impact upon the child's career development in terms of breadth of experiences with his or her environment and social interactions with age-mates and adults other than parents, teachers, and medical personnel. Connor (1975) points out that because of illnesses and periods of confinement "considerable attention has been focused on their defects and limitations; . . . freedom and independence have been difficult to achieve; feelings of inadequacy and uncertainty are developed." (p. 372) These factors are clearly related to the development of self-concept and self-assurance, thus further affecting career development.

In terms of planning career education experiences for orthopedically handicapped and other health impaired children, teachers should keep in mind that their development proceeds similarly to that of nonhandicapped children. Some of the teacher attitudes and instructional approaches that may aid these students as individuals in the acquisition of specific career education goals and objectives include:

- Using relevant and concrete concepts.
- Varying the learning experience through use of audiovisual and illustrative materials.

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Periods of confinement may have what educational effect?

The career development of orthopedically handicapped and other health impaired children usually proceeds much more slowly than that of the nonhandicapped.

___yes ___no

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- Providing role models through guest speakers, field trips, part-time exploratory work experiences, and shadowing.
- Promoting the development of listening skills.
- Recognizing differences in physical tolerances and rapidity in completing tasks.
- Encouraging self-expression through oral, written, artistic, and musical forms.
- Encouraging mobility through a barrier-free school environment.
- Increasing accessibility to instructional activities through use of adaptive equipment and devices when medically approved.
- Assisting students in learning to plan for efficient movement, travel and transportation needs, hygiene needs, and efficient use of time.
- Expecting students to accept responsibility, complete assignments, and demonstrate considerate behavior.
- Assisting students in learning to appraise the need for help from others; to set realistic goals and objectives; and to deal with the attitudes and behaviors of others.
- Recognizing the wide variety of occupational options available within each student's abilities, interests, and needs.

Place a check (✓) beside those techniques on the left which you feel you could implement in your instruction.

Choose one lesson plan from Section 1. Use it in responding to the questions on the following page.

ACTIVITY

What problems might an orthopedically handicapped or other health impaired learner encounter in performing the activities specified in the lesson plan you chose? List those problems here.

What could you do to alleviate those problems? Who could help you? List possible solutions and resources here.

Solutions	Resources

Learning and behavioral disorders

Children with specific learning disabilities and severe emotional/behavior disturbances may be grouped for instructional purposes within the more general classification of learning and behavior disorders. Despite normal intellectual functioning, these children frequently demonstrate below-average performance in one or more educational areas. The reasons for this discrepancy are diverse and multifaceted. Although no solid concensus has been reached among professionals in the field regarding cause, diagnosis, or remediation, a variety of approaches have been effective in enhancing the educational performance of learning and behaviorally disordered individuals.

Children who are educationally identified as having learning and/or behavior disorders have _____ intellectual functioning.

Gillet (1978) has stated that learning disabled children:

> . . . have a hidden handicap that not only limits them in school, but may also limit them vocationally. Since many LD children are limited in adaptive skills, processing ability, associative powers, and learning speed, these limitations affect the learning of many practically oriented experiences other children learn quite casually. (p. 9)

Such limitations and their effect on school achievement and self-concept have a great impact on career development. Learning disabled youngsters have generally experienced numerous failures within the regular educational system which may lead to feelings of frustration and inadequacy. It is therefore essential that learning disabled students participate in career

education programs which will enable them to "formulate realistic self-concepts, to become aware of available educational and career options, to develop positive attitudes and values toward self and work, and to prepare for and eventually enter personally rewarding jobs." (Gillet, 1978, p. 9)

Name 2 ways career education programs can assist learning disabled students.

-
-

Black and Black (1977) have identified factors related to the career development of individuals with severe emotional disturbances. They state:

> . . . For children whose [emotional problems] begin early in life, or who at an early age exhibit learning difficulties, their elementary education has most often been a hodge podge --some public school, some mental institutional schooling, some remedial learning, much time without schooling. By the time they have reached puberty and early adolescence they are truly disabled. The losses in life experiences for these youngsters have been greater than their gaps in cognitive knowledge. Their handicaps have produced . . . skewed experiences in instrumental functioning and in social experiences. . . . Their life experiences with adult role models and with peer interactions have been sufficiently confused or missing to add serious complications in their treatment and education.

Suggest two or more "losses in life experiences" which may occur for a child with emotional or behavioral problems.

Because each child is unique, no complete set of instructional procedures can be prescribed for all children with learning and behavioral disorders. However, research has identified some instructional techniques which facilitate the acquisition of skills by these children. One or more of the following procedures, depending upon the needs of the learner, may be appropriate when designing career education experiences:

- Establishing limits for behavior.
- Demonstrating consistent attitudes and behaviors toward the student.
- Reinforcing appropriate behaviors such as punctuality and on-task behaviors with rewards that are highly appealing to the child.
- Dividing tasks into small, carefully sequenced, readily achievable steps.
- Assessing the child's tolerance for attending to difficult or fairly lengthy activities and tasks.
- Giving assignments which can be completed within the time frame of the child's attention span.
- Using visual cues for developing word-attack skills.
- Employing a consistent classroom routine, gradually expanding student activity selection, thereby encouraging the development of decision-making skills.
- Arranging for alternating shifts between active and passive learning activities.
- Selecting high interest career materials that are within the child's grasp.
- Using pretest/teach/posttest strategies to identify appropriate instructional level and to assess progress.
- Providing experiential learning activities, such as designing and building model cities, grocery stores, bank teller cages.

Place a check (✓) beside those techniques you might find useful in your instruction.

Choose one lesson plan from Section 1. Use it in responding to the questions on the following page.

ACTIVITY

What problems might a learning and/or behaviorally disordered student encounter in performing the activities specified in the lesson plan you chose? List those problems here.

What could you do to alleviate those problems? Who could help you? List possible solutions and resources here.

Solutions	Resources

Gifted and talented

Gifted and talented children are confronted with very special educational needs related to their career development. As Hoyt and Hebeler (1974) point out:

> The fact that the gifted usually possess many potentialities and varied interests complicates their selection of a career. Expectations of parents, teachers, friends, and society in general operate to restrict their range of career choices and to pressure them to achieve high levels. Most careers they consider seriously are long training occupations calling for early commitment and heavy investment prior to entry. Finally, issues and conflicts concerning the role of women in work, home, and society, which are presently of concern to many American women, are of concern to virtually all gifted and talented young women, and have been for many years. (p. 104)

Because of their multipotentiality, gifted and talented youngsters have the widest possible range of career choices at all occupational levels. However, when their giftedness is recognized as a positive attribute, expectations for significant or specified achievement in a particular area are often made clear to them either explicitly or implicitly. Hoyt and Hebeler further state:

> In terms of abilities and interests, they can do many things; but in terms of expectations--both those of others and those they have internalized for themselves--they are limited in what they can choose. (p. 119)

All gifted/talented students should pursue advanced degrees.

___yes ___no Why or why not?

If the possession of special gifts and talents is perceived negatively by peers, teachers, parents, and others, such children may adopt behaviors which cause them to underachieve. Thus, despite superior abilities, they may perform in school at an average or below-average level. In addition, such children perceive themselves as very different from others, and as a result, may develop negative self-concepts, feel less accepted by others, and therefore lack self-confidence. Such feelings of inferiority affect their willingness to engage in new experiences and/or social relationships. These factors are clearly related to career development. As stated in Section 1, career development involves exploration of numerous activities, establishing preferred patterns of interests, abilities, and values, evaluating past experiences, and making and adjusting to compromises. In addition, if self-concepts are negative, individuals will find less career satisfaction as they implement self-concept through career choices based upon limited experience.

Gifted and talented children come from all ethnic groups and economic levels within society. However, those who are also culturally different, economically disadvantaged, and/or handicapped are much less likely to be recognized as having special abilities or talents. This is especially true for youngsters who have highly visible and severe physical handicaps.

Relate the expectations of others to underachievement by gifted/talented students.

How are feelings of inferiority related to career development of the gifted/talented?

Many people falsely assume that such handicaps preclude being gifted and talented, thus failing to recognize or encourage the potentialities of the handicapped individual.

Suggest one or more reasons why an economically disadvantaged or handicapped child may not be identified as gifted/talented.

Stereotyping clearly affects the perceptions one group has of another and may be reflected in the quality and quantity of performance, current and previous experience, and behavioral expectations. Gallagher and Kinney (1974) state:

> A low self-concept and a built-in expectation of failure are often evident in minority children because of the systematic and long term discrimination they and their families have experienced. Holt pointed out that labels such as 'deprived,' 'disadvantaged,' and 'culturally different' carry a connotation of dysfunction in the minds of some students and educators, and that this attitude is evident in the way the children are treated. (p. 12)

In addition, individuals who experience stereotyping in the course of their self-concept development integrate those expectations within their perceptions of self. Gallagher and Kinney further point out:

How does stereotyping affect the career development process?

> Being gifted is itself wrought with the implications of being different. Being gifted and culturally different places these students in a double bind. . . . Gifted children often may be deterred from seizing available opportunities or even allowing their special talents and abilities to show because of the desire to blend in with their classmates and friends. Peer pressure may be an especially strong deterrent to the gifted in social systems when intellectual development and super performance is devalued. (p. 11)

Each gifted and talented youngster needs both the opportunity and the encouragement to develop fully in personally meaningful ways, to form a positive self-concept, to learn to make decisions, to define work-related and life-related values, and to utilize gifts and talents. Since these individuals are often able to learn and perform at levels of sophistication earlier and more fully than their peers, their career development, when encouraged and supported by career education, may be accelerated.

Depending upon the special needs of the gifted and talented individual, one or more of the following techniques may be helpful in designing career education experiences:

- Allowing students to explore and use a wide variety of media and materials.
- Encouraging self-expression and career exploration through the arts and humanities.
- Providing opportunities for independent inquiry and self-directed learning.
- Encouraging divergent thinking, creative analyses and solutions in problem-solving.
- Facilitating the acquisition of complex skills, such as those required in statistics and computer technology.
- Encouraging the use of analysis, synthesis, and evaluation in learning activities.

The career development of all gifted/talented students should be accelerated. ___yes ___no

Why or why not?

Check (✓) those techniques on the left that you could implement with your students.

- Accelerating the pace of instruction.
- Encouraging decision-making skills through problem solving/ resolution, alternative activities, and small group discussions.
- Providing positive role models through mentorships.
- Eliminating sex, race, national origin, and handicap stereotyping from career education activities.
- Providing community-based experiences such as internships.
- Teaching students how to teach others, and providing them with opportunities to do so.
- Providing opportunities for students to learn appropriate socialization and personal interaction skills through team, small group, and paired learning experiences.

Choose one lesson plan from Section 1. Use it in responding to the questions on the following page.

It must be stressed that career education proceeds developmentally rather than chronologically. The various ramifications of exceptionality upon career development do not necessarily indicate that the career development process itself is different, but rather that the ages at which exceptional individuals encounter developmental tasks may differ.

Career education proceeds

a) _____ chronologically

b) _____ developmentally

c) _____ both

ACTIVITY

What special problems or frustrations might a gifted and talented learner encounter in performing the activities specified in the lesson plan you chose? List those problems here.

What could you do to alleviate those problems? Who could help you? List possible adaptations and resources here.

Adaptations	Resources

Because some students are handicapped or gifted and talented does not mean that they cannot or do not accomplish career development tasks--rather they may do so at rates different from their peers.

Briefly describe the major career development difference among handicapped, gifted/talented, and nonhandicapped learners.

How Can Career Education Help?

The impact of a handicap may seriously change or affect not only vocational goals but also overall personal development. The absence of appropriate education, including career education, may magnify existing limitations within the individual and seriously reduce the number or variety of life choices. Vocational goals and overall personal development for the gifted and talented may also be similarly affected.

What is the effect of a lack of appropriate education on the handicapped individual?

Career education practitioners should evaluate a handicapping condition in light of possible corrective measures which, when taken, may facilitate the widest range of career choices. The effect of a handicap can often be reduced by acting on the environment to make it more accessible or suitable to individual needs. Career education practitioners should also consider the diversified needs and backgrounds of handicapped and gifted/talented learners, providing experiences which allow them to maximize their potentials for personally meaningful life roles. Regardless of exceptionality, all students should be encouraged

to develop to the greatest extent possible through career education experiences that are free of stereotyping and bias.

Career education encompasses more than preparation for the world of work. It also emphasizes the total person and his or her adjustment in work and daily living. With this broad conceptualization in mind, The Council for Exceptional Children has issued the following position statement on career education for exceptional individuals (1978):

> Career education is the totality of experiences through which one learns to live a meaningful, satisfying work life. Within the career education framework, work is conceptualized as conscious effort aimed at producing benefits for oneself and/or others. Career education provides the opportunity for children to learn, in the least restrictive environment possible, the academic, daily living, personal-social and occupational knowledges and specific vocational skills necessary for attaining their highest levels of economic, personal and social fulfillment. The individual can obtain this fulfillment through work (both paid and unpaid) and in a variety of other social roles and personal life styles including his/her pursuits as a student, citizen, volunteer, family member, and participant in meaningful leisure time activities.
>
> Exceptional children, i.e., those whose characteristics range from profoundly and severely handicapped to those who are richly endowed with talents and/or intellectual giftedness, include individuals whose career potentials range from sheltered to competitive work and living arrangements. Exceptional children require career education experiences which will develop to the fullest extent possible their wide range of abilities, needs, and interests.

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In addition to preparation for the world of work, career education emphasizes _____

_____

_____

_____

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It is the position of The Council for Exceptional Children that individualized appropriate education for exceptional children must include the opportunity for every student to attain his/her highest level of career potential through career education experiences. Provision for these educational experiences must be reflected in an individualized education program for each child which must include the following:

- Non-discriminatory, on-going assessment of career interests, needs, and potentials which assures the recognition of the strengths of the individual which can lead to a meaningful, satisfying career in a work-oriented society. Assessment materials and procedures must not be discriminatory on the basis of race, sex, national origin, or exceptionality.

- Career awareness, exploration, preparation and placement experiences in the least restrictive school, living and community environments which focus on the needs of the exceptional individual from early childhood through adulthood.

- Specification and utilization of community and other services related to the career development of exceptional individuals (e.g., rehabilitation, transportation, industrial and business, psychological).

- Involvement of parents or guardians and the exceptional student in career education planning.

Career education must not be viewed separately from the total curriculum. Rather, career education permeates the entire school program and even extends beyond it. It should be an infusion throughout the curriculum by knowledgable teachers who modify the curriculum to integrate career development goals with current subject matter, goals and content. It should prepare individuals for the several life roles which

make up an individual's career. These life roles may include an economic role, a community role, a home role, an avocational role, a religious or moral role, and an aesthetic role. Thus, career education is concerned with the total person and his/her adjustment for community work and living.

Career education, then, can assist exceptional individuals in maximizing their potentials for the many life roles they encounter as workers, learners, social beings, and persons.

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IMPLEMENTING CAREER EDUCATION FOR EXCEPTIONAL INDIVIDUALS

Introduction

Now that you have developed a basic understanding of career education and the career development needs of exceptional students, you are ready to begin the actual process of instructional implementation. In this section we will focus upon an approach that will assist you in planning, organizing, and implementing career education activities with exceptional students.

First of all, we will look at the Individualized Education Program mandated by Public Law 94-142 and Section 504 of the Rehabilitation Act of 1973 for each handicapped child identified as requiring special education and/or related services. Second, we will examine available resources, both in terms of in-school resources for exceptional students and external resources within the community. Next, we will look at a number of techniques for customizing or enhancing instructional materials and activities for exceptional learners. Fourth, we will use your lesson plans which are infused with career education in the development of a class planning guide to facilitate the implementation of career education activities.

Objectives

As a result of completing this section you will be able to:

- Identify the major components of the Individualized Education Program.
- Identify and use available resources both within and outside the school.
- Collaborate with others in planning for exceptional students.
- Customize your lesson plans that are integrated with career education.
- Develop a Class Planning Guide for use in implementation of your lesson plans.

Individualized Education Programs

Public Law 94-142, the Education for All Handicapped Children Act, is a major piece of legislation affecting education today. The major purposes of this Act are, according to Abeson and Weintraub (1977):

- To guarantee the availability of special education programming to handicapped children and youth who require it.
- To assure fairness and appropriateness in decision-making about the provision of special education to handicapped children and youth.
- To establish clear management and auditing requirements and procedures regarding special education at all levels of government.
- To financially assist the efforts of state and local government through the use of federal funds. (p. 4)

Do you feel that the purposes of P.L. 94-142 have been clearly communicated to you in the past? Explain.

The Individualized Education Program (IEP) is the management tool designed to achieve the purposes of P.L. 94-142. According to the law, the Individualized Education Program is a written statement for each handicapped child developed in a meeting by:

- a representative of the local education agency or intermediate educational unit who shall be qualified to provide or supervise provision of specially designed instruction to meet the unique needs of handicapped children.

IEP stands for _____

_____

- The teacher or teachers.
- The parents or guardians.
- Whenever appropriate, the child.

Each Individualized Education Program includes:

- A statement of the child's present level of performance.
- A statement of annual goals, including short-term instructional objectives.
- A statement of the specific special education and related services to be provided to the child and the extent to which the child will be able to participate in regular educational programs.
- The projected date for initiation of services and the anticipated duration of such services.
- Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

(Rules and Regulations, Sec. 121a.346)

Give an example of a circumstance when you think it would be appropriate to include the student in a meeting called to develop an IEP.

P.L. 94-142 does not require IEPs for gifted and talented learners. However, many professionals believe that these students have unique needs that justify their inclusion in the development and implementation of such mandates.

The IEP must be reevaluated at least (a) ___ once; (b) ___ yearly; (c) ___ semi-annually.

The IEP is not a lesson plan, nor does it specify instructional activities for the child. The information it does contain is valuable to regular classroom teachers in that it describes:

- What the student is expected to accomplish.
- What will be provided to the student through special education and related services.
- How the student will participate in the regular program.
- What the student's current level of performance is in relation to instructional areas.
- How learning will be measured.
- What the schedule is for evaluating progress.
- When each part of the program will begin and how long it will last.

P.L. 94-142 specifies the provision of IEPs for gifted/talented students.

_____yes _____no

The information provided by the IEP eliminates the need to write daily or weekly lesson plans.

_____yes _____no

On the following page is a sample of an IEP. It contains the information described above that is relevant to the regular and special class teacher. Examine it carefully and answer the questions on the activity sheet on page 106. For further information regarding the components of an IEP, see pages 148-149 of this manual.

As stated in the Introduction to this section, we will be examining four activities which form an approach to planning, organizing, and implementing career education for exceptional learners. You have just

Sample IEP Form*

*(Prepared by The Policy Research Center, The Council for Exceptional Children)

School district responsible: City #12

Date(s) of meetings: 9/1/78

STUDENT: Pat Mei
(name or number)

Current placement: Grade 3 Special Class

Eligibility certified (date): June 1, 1978

Period of IEP: Sept. 8, 1978 – June 1, 1979

Persons Present	Relationship to Child
Mr. & Mrs. Mei	Parents
J. H. Hall	Teacher
Mrs. Long	Principal
Mr. Jones	Counselor

Curriculum Areas Requiring Special Education and Related Services	Present Level(s) of Performance	Annual Goals	Objectives Attained (dates)
Area 1 Reading	reads 2-picture sequence reads basic sight vocabulary, Dolch level 1 follows 2-step oral directions	increase sequence reading increase sight vocabulary increase skill in following directions	
Area 2 Mathematics etc	counts to 100 (100 3/8) reads & writes numbers 1-10 adds numbers 1-10	increase basic number skill identify coins	

Special Education and Related Services to be Provided	Personnel Responsible (name and title)	Date Services Began	Duration
Curriculum Area #1 Reading	J. H. Hall Special Education Teacher	9/8/78	5 x weekly 1 hr. per day one year
Curriculum Area #2 Mathematics	J. H. Hall Special Education Teacher	9/8/78	4 x weekly 45 min. per day one year
etc Career Education (as part of reading and mathematics)	J. H. Hall Special Education Teacher	9/8/78	throughout school year

Sample IEP Form (cont.)

Name or # Pat Mei

A. Describe the extent to which the child will participate in regular education programs.

Language arts, social studies, art, music, and physical education to be provided in regular third grade class. Pat will go to lunch with the regular class and participate in the crafts club. Career education experiences should be part of all Pat's classes.

B. List the criteria, evaluating procedures, and schedule for determining whether the short term objectives are met.

Short term objectives	Objective criteria	Evaluation procedures	Schedule
read 5-picture sequence	100% accuracy	performance test	by 11/5/78
read Level 2 Dolch sight word list	90% accuracy	performance test	by 2/5/79
retrieve 4 objects when given four statement directions	80% accuracy (8 of 10 trials)	performance test	by 6/1/79
read numbers 1-50	100% accuracy	performance test	by 11/5/78
write numbers 1-50	100% accuracy	performance test	by 12/5/78
add numbers 1-50 (carrying)	90% accuracy	performance test	by 4/9/79
recognize & name 1¢, 5¢, 10¢, 25¢ coins	100% accuracy	performance test	by 1/15/79
count 1¢, 5¢, & 10¢ coins to 50¢	90% accuracy	performance test	by 6/1/79

Date of parental (acceptance) / rejection _____

Signature Louise Mei

Signature Philip Mei

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ACTIVITY

Question	Answer
Identify one of the annual goals that special education services will help the child achieve.	1.
Identify one of the short-term objectives that special education services will help the child achieve.	2.
Do you see a relationship between the instructional objective given in the lesson plan on page 26 and any of the annual goals and short-term objectives in this IEP?	3.
Will the accomplishment of the instructional objective on page 26 help the child achieve any of the IEP goals and objectives?	4.
Who are the people that will be providing special education and related services to the child?	5.
Do you think any of these people could help you work more effectively with this child?	6.
What special education or related services will this child receive in the regular classroom?	7.
Is there any instructionally relevant information contained in this IEP? If so, what is it?	8.

examined one of those activities. We will use IEPs again later in this section.

Identifying and Using Available Resources

Within your school you have many resources which can assist exceptional learners in acquiring the outcomes of career education. Some of the in-school resources are available to assist with the education of all students (e.g., counselors, librarians, remedial reading specialists, administrators, supervisors). Other resources are provided for those students whose IEPs specify them (e.g., resource teachers, speech and hearing specialists, visual specialists, vocational rehabilitation counselors, interpreters, bilingual aides, reading specialists).

Within the school faculty and staff are persons employed in varied occupations (e.g., janitor, repairers, secretaries, bookkeepers, teachers, principal, etc.) who, in addition to their present jobs, have held a wide variety of jobs (paid and unpaid) in the past. These people can be called upon to tape general descriptions of their present and previous jobs, act as guest speakers, allow students to observe them while they work, and in some cases provide sample materials used on their jobs.

In addition, many students are currently employed or have been employed in the past. They can provide services similar to those made

Suggest one or more ways in which a school administrator or supervisor may assist exceptional learners in their career development.

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available by school personnel and can act as a liaison between the school and the business community in the procurement of guest speakers and the arrangement of field trips. Former students may also be called upon to provide these services.

On the following page is a School Resource Checklist. The purpose of the checklist is to help you visualize the wide variety of resources available to all students as well as those specifically designated for exceptional students. Each box in the checklist is sufficiently large to write the name of the person providing the service.

How might a currently employed student benefit from acting as a resource to other students?

> On page 110 is another copy of the School Resource Checklist. Check (✓) the resources available to all students in your school. Next place a star (*) beside those resources specified for Pat Mei in the IEP on page 104.

Since career education occurs both within and outside the formal educational setting, it is a result of collaboration between school, business, labor, government, and home. Hoyt (1978) states:

> The word 'collaboration' . . . implies that career education is a community problem, not simply a problem for the education system. To the extent this is true--and career education advocates claim it <u>is</u>--then a set of community action responsibilities <u>which can be performed by persons in the</u>

SCHOOL RESOURCE CHECKLIST: SAMPLE

Resource	Entire Class	Student X	Student Y	Student Z
Classroom aide				
Attendant				
Counselor				
Vocational counselor				
Vocational evaluator				
Vocational rehabilitation				
Crisis resource teacher				
Resource room teacher				
Curriculum specialist				
Hearing specialist				
Reading specialist				
Visual specialist				
Interpreter				
Bilingual aide				
Speech clinician				
Psychologist				
Notetaker				
Community volunteers				
Librarian				
Administrator				
Program supervisor				
Social worker				
Health professional				
Physical therapist				
Transportation services				
Students				
Other school personnel				

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SCHOOL RESOURCE CHECKLIST: ACTIVITY

Resource	Entire Class	Pat Mei	Robin Wood	Sidney Jones
Classroom aide				
Attendant				
Counselor				
Vocational counselor				
Vocational evaluator				
Vocational rehabilitation				
Crisis resource teacher				
Resource room teacher				
Curriculum specialist				
Hearing specialist				
Reading specialist				
Visual specialist				
Interpreter				
Bilingual aide				
Speech clinician				
Psychologist				
Notetaker				
Community volunteers				
Librarian				
Administrator				
Program supervisor				
Social worker				
Health professional				
Physical therapist				
Transportation services				
Students				
Other school personnel				

> broader community but not by educators must be identified and accepted. Moreover, if career education is to be viewed as a community effort, then policy formulation for career education cannot sensibly be left only in the hands of educators. (p. 14)

Career education is the sole responsibility of the educational community. ___yes ___no

Naturally, such collaboration involves: 1) knowledge of one's community; 2) commitment; 3) planning; and 4) implementation.

Knowledge of one's community requires that one identify the organizations, industries, agencies, businesses, and individuals who can serve as resources and collaborators. Some of the businesses and industries you may wish to contact as potential resources include those concerned with:

- Agri-business and natural resources
- Consumer and homemaking
- Business and office
- Communications and media
- Construction
- Environment
- Fine arts and humanities
- Health
- Hospitality and recreation
- Manufacturing
- Marine science

Collaboration involves:

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-
-
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- Marketing and distribution
- Personal services
- Public services
- Transportation

Brolin, McKay, and West (1978) have identified other community agencies that may also offer assistance:

Governmental Agencies

- Vocational Rehabilitation
- Bureau of Indian Affairs
- Immigration
- Social Security Administration
- Veterans Administration
- Employment services
- Job Corps
- VISTA
- Comprehensive Employment Training Act (CETA) Program
- Community Action Program
- Law enforcement agencies
- Legal and judicial agencies
- County commissioner
- County extension agent
- Taxation agencies
- Parks Department
- Welfare offices
- Motor Vehicle Bureau
- Agricultural extension agent
- Public health nurse
- Fish and Game Commission
- Adult Basic Education Program
- Parent-Teacher Associations (PTA)
- Migrant programs
- Military service representatives
- Correctional institutions
- Mental health agencies
- Sheltered workshops
- Governor's Commission for Employment of the Handicapped
- Planned Parenthood

Community Service Organizations

- YMCA
- YWCA
- Red Cross
- League of Women Voters
- Urban League
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- Heart Association

Civic Clubs

- Chamber of Commerce
- JAYCEES
- Rotary Club
- Kiwanis
- Civitan
- Elks
- Lions
- Business and professional workers
- Knights of Columbus

Special Resources, Private, Nonprofit, and Volunteer Organizations

- Airports
- Weather stations
- Colleges
- Universities
- Monasteries
- Association for Retarded Citizens
- 4-H Clubs
- Veterans groups
- Boy Scouts
- Indian Guides
- Churches
- Hospitals
- Nursing homes
- Libraries
- Museums
- Goodwill Industries and other rehabilitation facilities
- Private mental health associations
- Girl Scouts
- Campfire Girls
- Big Brothers

Commitment involves getting the agreement of others to perform a service, act as a resource, and assist in planning and using these services in meaningful ways.

Planning involves defining what is needed, organizing one's resources, matching resources and needs, and scheduling for the use of resources. Once commitment to collaborate and serve as resources has been acquired from various people and organizations within the community, one must determine how these resources can best be utilized. Preli (1977) has identified several of the endless ways in which these groups can assist school programs. These include:

- Serving on advisory councils.
- Assisting in staff training.
- Speaking to classes.

- Field trips.
- Providing internships and shadowing experiences.
- Advising as to the relevance of curriculum.
- Donating materials about the world of work.
- Developing public awareness of career education.
- Serving as work experience sites.
- Discussing labor market needs.

In addition to the business community, parents can also serve a valuable role in providing career education experiences for all children. Some ways in which parents may be involved as collaborators in career education efforts are that they can:

- Serve as resource persons.
- Serve as volunteers.
- Provide contacts with business, industry, and organizations.
- Assist in school resource surveys.
- Assist on field trips.
- Participate in parent discussion groups.
- Assist in locating and developing instructional materials.
- Demonstrate hobbies.
- Arrange for work experiences.

- Assist in school newsletters.
- Participate in PTA programs.
- Serve on advisory committees.
- Assist in special projects.
- Serve as guest speakers.

Many other roles can also be envisioned for parents and the business/industry community.

Other resources that can be tapped include vocational instructors and supervisors within the school district, older students within the school, senior citizens, regional resource centers, special educators, work-study coordinators, vocational rehabilitation counselors, university faculty, and many others (Demos & Johnson, 1978).

Implementation requires putting plans into action which have been developed through knowledge of community resources and commitment of others.

Following is a sample planning form designed to assist you in the collaboration process. Entitled "Collaboration Planning Form," it is intended to serve as a means for visualizing who will work with you and in what way, when the commitment was made, and how you implemented the use of the service or resource. Each column is completed as you proceed

with planning and implementation. Modify the form according to your needs. When completed, your form could look like the example on pages 118-119.

Special Tips for Using Resources

1. Use resources that can help you achieve the objectives of the lesson or unit to be studied. Never use resources just to use up time.
2. Guest speakers should be fully informed of: a) the age level of your students; b) the general thrust of the lesson or unit being studied; c) what he or she is to discuss and how it relates to the lesson or unit; d) what the speaker may wish to bring to the class; e) the place and date they will be expected; and f) the amount of time you wish for them to speak. You will need to know if the speaker will need any special equipment.
3. Inform students about who will be coming to the school and why. Have students formulate questions for the speaker in advance.
4. Students may benefit most fully from field trip experiences if they know where they are going, why they are going, and what they can expect to see and do on the trip. It is frequently helpful for students to have observation sheets to record information about the trip. Follow-up activities help students summarize what they learned, whom they met, and what they felt about the trip.
5. Work exploration experiences are most beneficial when students and parents: a) have choices among work sites; know why they are having the experience and how it relates to present, previous, and future instruction; c) what they can expect to see and do; d) with whom they will be working; e) how long they will be involved in the experience; f) how they will get to and from the school and work site; and g) what expenses are involved.

COLLABORATION PLANNING FORM

Agency/Organization Business/Parent	Contact Person	Date of Commitment	Responsibility and/or resource or service	Implementation (when and how)

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COLLABORATION PLANNING FORM

Agency/Organization/ Business/Parent	Contact Person	Date of Commitment	Responsibility and/or resource or service	Implementation (when and how)
XYZ Construction Company	J. Walsh	9/19	Advisory Committee member Speaker (will bring building plans) Field trip	10/1 Committee meeting 11/21 Speaker during unit on life in cities
Midtown Bank	M. Thomas	9/19	Speaker Field trips	1/9 Speaker during unit on percentages 1/20 Field trip - students interview employees
Parent	T. Hall	9/14	Speaker/demonstrator Advisory Committee member	10/1 Chaired committee meeting 12/15 Demonstrated and taught students rudiments of chair caning in unit on American pioneer life
AFL-CIO	M. Wells	9/17	Advisory Committee member Speaker (has film and brochures) Field trip (will arrange work site clearances)	10/1 Committee meeting 11/30 Speaker during unit on life in cities 12/5 Field trip - students talked with apprentices and journeymen on the job
Midtown School	D. Davis	9/20	Speaker Field trip (small groups) Work exploration experiences	10/3 Speaker during unit on fractions 10/12-13 Field trip - students observed school cafeteria workers (small groups) 10-15-20 Sidney and Robin assisted in food preparation

COLLABORATION PLANNING FORM

Agency/Organization Business/Parent	Contact Person	Date of Commitment	Responsibility and/or resource or service	Implementation (when and how)
City government	G. Garcia City Planner	10/1	Speaker Student internship (3 weeks, half-days)	11/5 Speaker during unit on life in cities 12/1-20 Mary completed internship in city planning office
Midtown School	Distributive Education Students (L. Liker, O. Long)	10/3	Speakers/ demonstrators	2/5 Discussed and demonstrated proper sales procedures. Students then role played appropriate sales techniques.

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In summary, there are a wide variety of human and service resources available to you, which can assist in the provision of meaningful career education experiences for all your students. These resources include businesses and industries, government agencies, parents, students, community service organizations, civic clubs, and school personnel. To use these resources fully, you may want to employ a method for organizing and classifying them. Two such methods, the School Resource Checklist and Collaboration Planning Form, have been suggested here. Many other methods exist, including resource files and information packets. Whatever methods you choose, it is important to keep records of both current and previous resource utilization. By doing so, you will avoid overuse of a given resource and duplication of effort.

Approaches to Customizing Instruction

In order to make instruction a successful experience for both students and teachers, it is frequently necessary to alter or enhance (customize) existing curriculum and/or instructional materials. In this section we will explore some of the techniques that may be useful in the customization process. The techniques you select to use with an individual student will depend on the student's age, current level of performance, and interest levels. You may need to try a variety of

Customization means

_____

_____

_____

methods until you find those that are most effective with a particular student. Furthermore, it will be mutually advantageous for special and regular educators to collaborate on the most effective instructional practices for individual learners.

The following customization techniques apply to most subject areas and require varying amounts of time to perform. The vast majority of these strategies are appropriate for all learners as aids to comprehension and retention. They are also useful in the development of instructional material. Two sets of customization techniques applying to reading and mathematics will be presented. In addition, strategies for making learning activities active rather than passive will be discussed.

10 Ways to Customize Reading Materials*

1. Marginal gloss: Questions, tasks, and/or statements are written in the right margin of the text and refer to the important concepts within the narrative. This procedure aides comprehension and makes reading active rather than passive. The format of this document has included marginal gloss.

2. Tabbing: Essentially the same as marginal gloss except that strips of paper upon which questions, tasks, and/or statements have been written are attached to the margin of the text. Tabbing is usually used when marginal space is too limited to add marginal gloss.

3. Highlighting: Underlining important or key facts in the narrative using a colored marking pen. (Did you ever highlight textbooks in college?) Highlighting focuses the reader's attention to the key facts.

4. Marginal arrows: Green arrows may be placed in the left margin to cue the reader to the beginning of sentences or paragraphs he or she is to read. Similarly, large red dots may be made at the end of sentences or paragraphs to designate the point at which the reader is to stop reading.

5. Bulleting: Large dots are placed within the narrative to designate steps in a task or key points in a list of concepts. Bulleting has been used throughout this document (e.g. pages 3 and 7 of this manual).

6. Boxing: Drawing a box around directions or critical paragraphs within the narrative aides the reader in identifying what he or she is to do or what the central point of the material is. An example of boxing is found on page of this document.

*These methods apply to any materials learners are required to read.

7. Tape recording: Tape recording written material for student use is an alternative to marking the narrative. If the listener simultaneously reads the narrative and listens to the tape, comprehension is often strengthened. The person who tapes the material should have a pleasant voice and speak in a conversational tone, avoiding a "sing song" quality. Personalized questions may be integrated within the tape to increase participation in listening.

8. Glossaries: Used prior to reading instructional materials, assisting students in comprehending the material to be learned. Words printed in medium letters with black marker on large white or beige index cards allow for flexible use. In addition, the word should be defined and used in a sentence on the card. Drawings or pictures cut from magazines and pasted to the cards are also helpful. Long lists of words typed or printed on a single sheet of paper should be avoided, since they appear overwhelming and may be confusing to the reader.

9. Masking: Placing a sheet of paper or cardboard cut to the width of the text to cover portions of the narrative. This procedure allows the reader to focus on a given part of the material and makes it appear less threatening in terms of length. Previously read material can also be masked as it is read.

10. Sequence cards: Developing sequence cards which identify the steps to be followed in completing a task described in the narrative serves to focus attention on those steps and to review the entire process to be undertaken.

Complete the activity related to the 10 ways to customize reading materials on page 124.

ACTIVITY

1. Identify five customization techniques from the list on pages 122 to 123 that you might use with your students.

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   -
   -
   -

2. Describe two or three techniques you would add to the 10 Ways to Customize Reading Materials list.

   -
   -
   -

3. Could you use any of these customization techniques in the activities you developed for your lesson plan in Section 1? If so, what are they?

10 Ways to Customize Mathematics Materials*

1. Marginal gloss: Examples of similar problems with the steps to be performed clearly labeled may help the learner recognize what he or she is to do.

2. Tabbing: This procedure is used for the same purpose as marginal gloss when the right margin is too narrow for the gloss.

3. Color coding: Circling math function signs or words in colored ink helps the learner recognize the function to be performed. Each function should be coded in a different color (e.g. add in red; subtract in blue; multiply in green; divide in yellow). Color coding is especially helpful when a variety of problems appear in the same assignment. Color coding can be gradually faded (made lighter) as skills are mastered until the color is eliminated.

4. Concrete objects: Using concrete objects such as real money helps make abstract tasks reality based.

5. Problem cards: Limiting the number of problems to be completed at one time by writing them on 5 x 8 index cards makes the task appear less overwhelming to the student.

6. Masking: As in reading material, portions of the mathematics assignment to be completed in a text may be masked to help the learner focus his or her attention.

7. Grouping: Grouping problems requiring the same functions will aid students in focusing their attention.

8. Typing: Using primary type (enlarged print) helps make worksheets more legible to students.

9. Boxing: Drawing a box around groups of problems aids comprehensibility, causing the learner to focus upon a few problems at a time.

*For word problems in mathematics, apply the ideas contained in 10 Ways to Customize Reading Materials.

10. Illustration: Illustration requires giving students index cards with one or two completed problems similar to those they will be doing. Illustration is especially helpful for problems which require carrying or borrowing. The numbers to be carried or borrowed may be color-coded.

Complete the activity related to the 10 ways to customize mathematics materials on page 127.

A wide variety of approaches may be appropriate for actively involving exceptional learners in career education experiences. Involving students in active learning experiences assists them in acquiring new knowledge and/or putting into practice that which they have learned from more passive approaches (e.g., reading, writing, and listening). It also aids them in defining what they have learned, generalizing, and applying it. Furthermore, active learning may be used to help students acquire socialization, decision-making, and work adjustment skills.

Name several ways in which active learning experiences can benefit exceptional students.

Many of these activities can be used in conjunction with one another when working on a given concept. The time and amount of teacher preparation involved in each vary. These activities are appropriate for students of all ages in most types of educational settings.

ACTIVITY

1. Identify five customization techniques from the list on pages 125 to 126 that you might use with your students.

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   -
   -
   -
   -

2. Describe two or three techniques you would add to the 10 Ways to Customize Mathematics Materials list.

   -
   -
   -

3. Could you use any of these customization techniques in the activities you developed for your lesson plan in Section 1? If so, what are they?

10 Approaches to Active Learning Through Career Education

1. Interviews: Students may interview workers, peers, parents, and/or others about their jobs, lifestyles, and/or attitudes on a variety of topics. Students should have a set of predetermined questions and should take notes or tape record the interviews. Follow-up may include general class discussion, small-group discussion, or written reports.

2. Skits: Written either by students themselves, the teacher, or another author, skits can be used, for example, in exploring work behaviors and attitudes, job acquisition and retention, and decision making.

3. Small-group discussions: Small groups of three to five students can work together, for example, to solve a problem, build a project, play a game, or discuss an issue. When learners have had limited or no experience in working in groups, the teacher must provide structure in the sessions until students can manage on their own. This means that the assignment must be clearly defined in terms of rules to follow and the task to be completed. It may also be necessary for the teacher to "sit in on" the sessions, gradually withdrawing from the group as students learn to work together.

4. Committee work: Small groups of students may work together on committees, with each committee responsible for a specific aspect of a class activity. For example, students could work on various aspects of skit production such as writing, directing, acting, costuming, set design, and prop acquisition. As in small-group discussions the teacher may, depending upon students' previous experiences, need to provide structure for committee work. Committee work provides students with the opportunity to learn socialization skills, understand the interrelatedness of various tasks, roles, and/or occupations, express themselves, apply basic skills, and develop individual interests and talents.

5. Projects: Through projects, students may acquire such career-related concepts as interrelatedness of industrial processes, interrelatedness of roles and occupations, respect for the work of others, and

recognition of work as a means of self-expression. They may also apply basic academic skills, develop daily living skills, learn leisure time activities, and develop individual talents and interests. Projects may involve, for example, building, researching, exploring the community, creating new ideas or applications, recreating, designing, observing people or processes, and using a variety of media.

6. Role playing: When learners are given roles to assume in a particular simulated situation, they are role playing. The situation, roles, and often the behaviors they are to assume are specified in advance. The roles are described either orally or in writing, but no script is involved. Students generally do not rehearse their roles, and the activity is usually brief. Situations could include making bank transactions (with roles of customer and teller), applying and interviewing for a job (with roles of receptionist, interviewer, and interviewee), and asking another person to attend a social event (with roles of two new or old friends). Role playing activities are usually observed by a larger group and may be videotaped. They are usually followed by group discussion. Role playing is very effective for allowing students to practice behaviors before they are needed in real life situations, as well as for resolving conflicts or problems.

7. Simulation: When students participate in a situation which attempts to model a portion of reality they are engaging in simulation. Simulations attempt to reproduce several aspects of reality simultaneously (i.e. social, economic, and/or political). Students assume structured roles and perform activities associated with that role. One outcome of simulation is for students to recognize and identify with the various processes operating within a given system. Simulation roles are usually very structured and require individuals assuming various roles to interact. All students participate rather than observe, and a "product" is usually developed by the participants. A simulation is much more difficult and time-consuming to develop than a role playing activity or a skit. A skit, however, could be the "product" of a simulation

involving roles of writer, producer, actors and actresses, set designers, prop managers and workers, makeup artists, etc. The duties and tasks each role player is to perform are specified, and all necessary materials for the performance are supplied.

8. Games: Games are really a type of simulation. They provide a set of rules for a specified number of players, usually have a reward system built in, require interaction (though some may be played individually), are partitioned in terms of space, and are usually motivational. Games may also involve roles and may be termed "Simulation Games" or "Game Simulations". They may be commercially prepared or developed by parents, teachers, and/or students, and may range from simple to complex in terms of difficulty.

9. Demonstration: An organized, planned performance of a process and/or procedure is called a demonstration. The actions to be demonstrated are usually preceded by a brief explanation of purpose, with explanations made as the demonstration proceeds. It is most effective for learners to be given the opportunity to replicate that which has been demonstrated. An example of activities which could be demonstrated for students and then replicated by them include cooking scrambled eggs or operating a voting machine.

10. Learning center: A learning center may be an area within a classroom, a specific location in the community, or even a room within a building. Usually, however, a learning center is a specified area within a classroom which contains a variety of materials related to a central topic or theme. A given classroom may have several learning centers. Materials contained in a learning center are often multi-media and/or multisensory. Learners select the activities they will perform from the various options available. These activities usually require the learner to work independently or with one other learner. The activities may be passive (e.g. viewing a filmstrip concerning check writing) or active (e.g. sorting play money in a cash drawer and practicing making change with another student).

All materials required to perform an activity are usually located in the center. Materials are catalogued and may be color-colded or numbered for easy reference. Students may be directed to choose from among specific options. Records of the activities performed are maintained, usually by the student. The teacher acts as a manager and resource person, encouraging students to be independent and self-directed. When establishing learning centers, it is recommended that students at first be given a few options and that completed activities be gradually removed as new ones are added (may be in a ratio of one to two). Establishing learning centers is time-consuming, since you must design and/or select a variety of activities, accumulate the necessary materials, write directions for each activity, design the center, and monitor student use. However, the use of learning centers, especially those involving active learning (e.g., building, experimenting, designing, using concrete materials) is highly motivating for students and teaches them such important skills as decision-making, self-directedness, and cooperation. In addition, learning centers can be used to help students transfer that which has been learned in other activities to new situations. Retention, reinforcement, and review can be aided by multisensory experiences provided in learning centers.

Complete the activity on page 132.

Developing Class Planning Guides

In this section you will apply the activities you have encountered in Sections 1, 2, and 3 to planning for instruction. The purpose of this section is to introduce you to an approach that will aid you in planning, organizing, and implementing career education experiences for your students. This approach is equally appropriate for elementary and secondary special

ACTIVITY

1. Review the 10 Approaches to Active Learning through Career Education. Select one of the lesson plans from Section 1. Could you use any of the approaches to active learning to help your students achieve the objectives contained in this lesson plan? If so, which ones?

2. How will you incorporate the approaches you have selected in #1 above into the lesson plan you chose? Be as specific as possible.

and general educators and vocational educators. Before proceeding through this section, complete the following tasks:

Task 1: Review the lesson plans contained in Section 1 of this manual. Select one or develop a new one that specifically relates to your current teaching assignment. Blank lesson plans are located on pages 150-151.

Task 2: Review Pat Mei's IEP on pages 104-105. Also review the four sample IEPs located on pages 140-147. Will the accomplishment of the instructional objectives specified in the lesson plan you have selected or developed in Task 1 help any of these children achieve one or more of the annual goals and short-term objectives specified on their IEPs?
Yes _____ No _____. If yes, write the child's name here: _____
_____. If no, select another lesson plan.

Task 3: Review the activities you have completed on pages 70, 76, 79, 83, and 89 of Section 2 related to instructional techniques in career education for exceptional individuals.

Task 4: Review pages 109 and 111-115 of Section 3. Could any of the resources identified on those pages be used in achieving the objectives of the lesson plan you selected in Task 1? If yes, list them and briefly describe how you would use them. If no, identify other resources which could help and tell how you would use them. If no, identify other resources which could help and tell how you would use them.

Task 5: Review the 10 Ways to Customize Reading Materials and 10 Ways to Customize Mathematics Materials. Review your responses to the activities on pages 124 and 127. Could you use any of these techniques to aid students in achieving the instructional objectives in the lesson plan you selected in Task 1? If so, which ones? If not, identify approaches that could aid your students.

Task 6: Review the 10 Approaches to Active Learning through Career Education and your responses to the activity on page 132. Could you use one or more of these approaches in implementing the lesson plan you selected in Task 1? If so, list them here. If not, identify the approaches you will use.

Task 7 (optional): If, after completing Tasks 1-6, you feel you would like to change or alter the lesson plan you have selected, use one of the lesson plan forms on pages 150-15 to do so.

Now that you have reviewed all the activities you have encountered in this document, you are ready to develop your Class Planning Guide. Look at the Class Planning Guide on page 138. It is designed to help you pull together in an organized and systematic way the information you have acquired in Tasks 1-6. The guide is divided into five major sections:

Section 1: Defines the instructional objectives for the lesson, the career concepts to be integrated, and criterion referenced measures (if applicable). This information comes from the lesson plan you selected in Task 1 or 7.

Section 2: Contains the instructional activities planned for your students. The 10 Approaches to Active Learning, the resources checklist, and the collaboration matrix may be helpful in fully developing this section. You will be using the information you acquired in Tasks 1 or 7, 4, 5, and 6.

Section 3: Lists the materials and resources to be used in implementing your instructional activities. Your lesson plan, resources checklist, and collaboration matrix may be helpful in completing this section. Refer to the information you reviewed in Tasks 1 or 7 and 4.

Section 4: Defines how you will evaluate student performance. Your lesson plan from Task 1 or 7 contains this information.

Section 5: Focuses directly upon the accommodations you will be making within the lesson, through customization, for individual exceptional children. To develop this section fully you will need to refer to

a. The child's IEP (Task 2).
b. Instructional Techniques (Task 3).
c. Resources Checklist (Task 4).
d. 10 Ways to Customize (Task 5).
e. 10 Approaches to Active Learning (Task 6).

On page 139 is a Class Planning Guide for you to use. Fill out each section of the guide, using the information you have acquired in

Tasks 1-7. Additional copies of the guide are located on pages 138 and 139. You may wish to modify the guide in accordance with the needs of your students and yourself.

Congratulations! You should now be ready to begin providing career education experiences for your exceptional students. You may find as you proceed that you are able to use the resource checklist, collaboration matrix, class planning guide, and individual learner's IEPs without formally completing each of the seven tasks in this section. You may, however, wish to use the remainder of this document as a reference in planning for individual children.

CLASS PLANNING GUIDE

A. Unit or Lesson

B. Instructional Objectives

#1: Lesson Plan

C. Career Concepts

D. Criterion Reference Measure (if applicable)

E. Instructional Activities (sequenced)

#2: Lesson Plan

10 Approaches to Active Learning

Resources Checklist

Collaboration Matrix

F. Materials and Resources

#3: Lesson Plan

Resources Checklist

Collaboration Matrix

G. Evaluation

#4: Lesson Plan

Customizations

Student X Student Y Student Z

#5: IEPs

Instructional Techniques

Resources Checklist

10 Ways to Customize Reading and Mathematics Materials

10 Approaches to Active Learning

A. Unit or Lesson

B. Instructional Objectives

C. Career Concepts

D. Criterion Reference Measure (if applicable)

E. Instructional Activities (sequenced)

F. Materials and Resources

G. Evaluation

Customizations

Student X	Student Y	Student Z

Sample IEP Form*

*(Prepared by The Policy Research Center, The Council for Exceptional Children)

Awareness Phase

School district responsible: Intermediate #123

Date(s) of meetings: 8/27/78

STUDENT: Robin Banks
(name or number)

Current placement: Smithtown

Eligibility certified (date): 6/2/78

Period of IEP: Sept. 7, 1978 - May 30, 1979

Persons Present	Relationship to Child
J. L. Banks	Parent
N. E. Waite	Teacher
L. Leonard	Principal
K. Wake	Counselor

Curriculum Areas Requiring Special Education and Related Services	Present Level(s) of Performance	Annual Goals	Objectives Attained (dates)
Area 1 Personal/Social Adjustment	one peer interaction (peer initiated) during four 15-min. lunchroom observation limited experience beyond home, school, hospital	increase interaction increase knowledge of community	
Area 2 Health/Physical Ed. Self-care etc	dresses independently, bathes + brushes teeth with assistance does not transfer self to + from wheelchair	increase self-care skills	

Special Education and Related Services to be Provided	Personnel Responsible (name and title)	Date Services Begin	Duration
Curriculum Area #1 Personal/Social Adjustment (Career/work behaviors)	N. E. Waite Special Education teacher	9/7/78	5 x weekly 45 min. per day one year
Curriculum Area #2 Health/Physical Education	B. Jay, P.E. teacher J. Smith, physical therapist	9/7/78 9/7/78	4 x weekly 50 min., 1 year 1 hour weekly, one year
etc. Transportation (bus with lift)	B. Huggles, transportation coordinator A. Bear, bus driver	9/7/78	2 x daily 5 days per week one year

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Sample IEP Form (cont.)

Name or # Robin Banks

A. Describe the extent to which the child will participate in regular education programs.

Robin will participate in regular fifth grade class for reading, mathematics, social studies, science, and lunch for a total of four hours per day.

B. List the criteria, evaluating procedures, and schedule for determining whether the short term objectives are met.

Short term objectives	Objective criteria	Evaluation procedures	Schedule
name four personal strengths	100%	child's adaptive behavior checklist	by 11/15/78
work with peer on two class projects	project completion	teacher observation	by 2/1/79
initiate 3 conversations with teacher	initiates 3 conversations with teacher	teacher observation	by 12/5/79
participate in 3 field trips in community	identifies three community activities	informal assessment	by 4/1/79
identifies clothing appropriate for different weather conditions	90% accuracy	informal picture matching test + parent/teacher observation of personal clothing selection (6 mos.)	by 3/7/79
brushes teeth without assistance	90% of the time for 10 days	parent observation checklist	by 3/7/79
bathes without assistance	90% of the time for 10 days	parent observation checklist	by 4/1/79

Date of parental (acceptance) / rejection _____

Signature T. L. Banks

Signature _____

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Sample IEP Form*

*(Prepared by The Policy Research Center, The Council for Exceptional Children)

Orientation Phase

School district responsible: County #3

STUDENT: Dale Wilson (name or number)

Current placement: Hightown Middle School

Eligibility certified (date): 4/12/78

Period of IEP: Aug. 25, 1978 - May 25, 1979

Date(s) of meetings: 8/15/78

Persons Present	Relationship to Child
Mrs. Hall	Parent
Ms. Long	Principal
Mr. Stokes	Counselor
Mr. Walker	Teacher

Curriculum Areas Requiring Special Education and Related Services	Present Level(s) of Performance	Annual Goals	Objectives Attained (dates)
Area 1 Reading	recognizes & recites alphabet & name (100%) orally relates a story or experience (5 sentences)	increase picture/word vocabulary identify themes of orally presented stories	
Area 2 Perceptual Motor etc.	associates and integrates pictures & written symbols 35% of the time	increase skill in making verbal associations	

Special Education and Related Services to be Provided	Personnel Responsible (name and title)	Date Services Begin	Duration
Curriculum Area #1 Reading	J. L. Walker Special Education Teacher	8/25/78	1 hour daily one year
Curriculum Area #2 Perceptual Motor	J. L. Walker Special Education Teacher	8/25/78	30 min. daily one year
etc. career education focus in all curricular areas	J. L. Walker Special Education Teacher	8/25/78	all classes throughout school year

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Sample IEP Form (cont.)

Name or # Dale Wilson

A. Describe the extent to which the child will participate in regular education programs.

Dale will participate in regular 4th grade language arts, social studies, mathematics, art, music, and physical education. Dale will eat lunch with the 4th grade class. Career education is integrated into all fourth grade subject matter.

B. List the criteria, evaluating procedures, and schedule for determining whether the short term objectives are met:

Short term objectives	Objective criteria	Evaluation procedures	Schedule
will verbally express likenesses & differences in words/pictures	8 of 10 trials	performance test	by 11/15/78
identify words/pictures in print	9 of 10 trials	performance test	by 12/15/78
identify themes of 1, 2, & 3-sentence stories presented orally	9 of 10 trials on stories of equal difficulty	performance test	by 1/15/79
will associate words and pictures	9 of 10 trials	matching test	by 2/1/79
will identify incongruities in pictures	7 of 10 trials	picture identification test	by 3/15/79
will arrange 3-picture sequence	100% (8 of 8)	performance test	by 1/15/79

Date of parental (acceptance) / rejection _____

Signature Mrs. J. W. Hall

Signature _____

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Sample IEP Form*

*(Prepared by The Policy Research Center, The Council for Exceptional Children)

Exploration Phase

School district responsible: Western

Date(s) of meetings: 8/15/78

STUDENT: Lynn Haines
(name or number)

Current placement: Hanover Junior High

Eligibility certified (date): 4/20/78

Period of IEP: Aug. 25, 1978 - May 25, 1979

Persons Present	Relationship to Child
Mr. Haines	Parent
Mrs. Long	Counselor
Ms. Clark	Teacher
Mr. Wayne	Principal

Curriculum Areas Requiring Special Education and Related Services	Present Level(s) of Performance	Annual Goals	Objectives Attained (dates)
Area 1 Social Studies (Daily Living)	reads tags + labels on products (80%) differentiates between luxuries + necessities (80%)	keep financial records apply consumer skills	
Area 2 Mathematics etc.	identifies coins + bills (100%) makes change up to $20 (100%) uses basic math functions +, −, ÷, × (85%) differentiates between inch, foot, yard (100%)	learn basic banking procedures apply basic measurement skills	

Special Education and Related Services to be Provided	Personnel Responsible (name and title)	Date Services Begin	Duration
Curriculum Area #1 Social Studies (Daily Living and career/work behaviors)	Abby Clark Special Education teacher	8/25/78	1 hour daily 1 year
Curriculum Area #2 Mathematics (emphasis on career education)	Abby Clark Special Education teacher	8/25/78	1 hour daily 1 year
etc.			

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Sample IEP Form (cont.)

Name or # Lynn Daniels

A. Describe the extent to which the child will participate in regular education programs.

Lynn will participate in regular prevocational home economics (1 semester) and industrial arts (1 semester). Lynn will also participate in a remedial Business English class open to all students, regular physical education, lunch, and study hall.

B. List the criteria, evaluating procedures, and schedule for determining whether the short term objectives are met.

Short term objectives	Objective criteria	Evaluation procedures	Schedule
maintain personal weekly budget	budget maintained for 3 weeks	weekly student reports	by 11/15/78
maintain personal monthly budget	budget maintained for 2 months	monthly student reports	by 3/1/79
compare prices of grocery items by quantity	select 8 of 10 items with largest quantity for price	checklist	by 10/30/78
prioritize purchases of luxuries and necessities	8 of 10 items	rank order checklist	by 10/15/78
write checks & deposit slips	90% accuracy	performance test	by 1/15/79
record checking transactions	96% accuracy	performance test	by 1/15/79
measure objects to within ¼ inch	8 of 10 trials	performance test using variable board lengths	by 2/15/79
apply +, −, ÷, × functions to area and perimeter problems	80% accuracy	performance tests	by 3/15/79

Date of parental acceptance / rejection _____

Signature Mr. & K. Daniels

Signature _____

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Sample IEP Form* (Prepared by The Policy Research Center, The Council for Exceptional Children)

Preparation Phase

School district responsible: County #4

STUDENT: Lee Thomas (name or number)

Current placement: Clifton High School

Eligibility certified (date): 5/26/78

Period of IEP: 9/4/78 – 5/30/79

Date(s) of meetings: 8/30/78

Persons Present	Relationship to Child
Mrs. Banks	Guardian
J. Logan	Principal
W. Parks	Counselor
J. Carson	Teacher

Curriculum Areas Requiring Special Education and Related Services	Present Level(s) of Performance	Annual Goals	Objectives Attained (dates)
Area 1 Speech therapy	knows American Sign Language fails to articulate r + w sounds 90% of the time	increase use of r + w sounds	
Area 2 etc.			

Special Education and Related Services to be Provided	Personnel Responsible (name and title)	Date Services Begin	Duration
Curriculum Area #1 Speech therapy	J. Walters Speech therapist	9/4/78	1 hour 3 X per week one year
Curriculum Area #2 Classroom aide proficient in American Sign Language	J. Smith, Aide	9/4/78	throughout school year 6 hrs daily
etc.			

Sample IEP Form (cont.)

Name or # Lee Thomas

A. Describe the extent to which the child will participate in regular education programs.

Lee will participate in 11th grade English classes, General Math II, civics, vocational dental assistant program, lunch, and physical education (2 days per week) with regular classes. J. Smith, aide, will accompany Lee to all regular classes as an interpreter. Career education should be a focus in all Lee's classwork.

B. List the criteria, evaluating procedures, and schedule for determining whether the short term objectives are met.

Short term objectives	Objective criteria	Evaluation procedures	Schedule
sustain r + w sounds 3 seconds in isolation	100%		
use r + w correctly as initial sounds	90%	Templin-Darley articulation test	by 5/30/79
use r + w correctly as final sound	80%		
use r + w correctly as medial sound	80%		

Date of parental (acceptance) rejection _____

Signature Mrs. L. Banks

Signature _____

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Definitions of Terms Required by P.L. 94-142 for Individualized Education Programs*

The individualized education program, as mandated in Public Law 94-142, the Education for All Handicapped Children Act of 1974, may be viewed as a management tool. It is, in fact, the management device which links the child and appropriate services. The federally mandated content requirements reveal the congressional intent that the commitment of resources, linked to the child's needs, fulfill the conditions of a program as opposed to an instructional plan. It is with this understanding that the following terms have been defined as a guide for personnel involved in developing individualized education programs. The terms are listed in the order in which they appear in P.L. 94-142 under the requirements for an individualized education program. (Sec. 602(19))

Present Levels of Educational Performance

These are descriptive statements indicating the child's specific achievements to date in each content area. Present level statements provide the basis for planning annual goals and therefore should indicate the highest skills the child has attained within areas recommended for special education or related services, rather than all of his/her achievements. Such listing should describe specific functioning in child terms rather than listing test scores. However, test data should be used along with teacher/parent observation as the basis for determining present levels of educational performance.

Annual Goals

Annual goals may be thought of as the "best estimate" of what the child will be able to do in the content areas requiring special education and related services, under the child's individualized education program, by the end of the current school year. Examples:

- Will act according to social rules in work and play.
- Will read story silently and tell, illustrate, or act out events in sequence and be able to answer questions on material read.

Short-term Objectives

These may be viewed as milestone steps which indicate where a child should be at intermediate points throughout the year, since the IEP is not meant to encompass the totality of instructional planning for each child. For example, one objective may be written at three-month intervals for a total of three short-term objectives in each content area requiring special education and related services. The following are examples of milestone steps which would be appropriate if the annual goal was that the student would dress self independently:

- Pants on (buttoned and zippered)
- Shirt on
- Accessories on (belt, shoes, socks)

Projected Date for Initiation of Services

This is the date when each of the special education and related services which are recommended as a part of the child's individualized education program,

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is expected to begin. For example, transportation, speech therapy, physical therapy may have slightly different initiation dates. However, services should begin as soon after the individualized education program is developed as possible.

Anticipated Duration of Such Services

This is the length of time that each of the special education and related services, recommended as part of the child's individualized education program will be given. Include length of each session, frequency of sessions, and long-range period of time the service is expected to last. For example:

- 45 minutes, twice a week for six months.

The Extent of Participation in Regular Education Programs

This should be a description including the length of time the child will be involved in regular education activities as well as what those specific activities will be. Both must be specified as part of the child's appropriate education program. For example, three hours daily consisting of:

- Math instruction in the regular 4th grade
- Recess
- Lunch
- Physical education
- Library
- Assembly programs

Appropriate Objective Criteria

This is a description of the standard by which service providers may judge whether short-term objectives are met. Criteria must be measurable or observable in some way but may be specified in a variety of ways, such as percent of mastery, as time required to perform a task, or as behavior or performance descriptions. Criteria may be included as a part of the objective statement as in "behavioral objectives" or may be listed in a separate statement referring to the objective.

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Evaluation Procedures

This section consists of a description of the method that will be used to determine attainment of the prescribed objectives as specified in the criteria. The method chosen should be appropriate for each objective as well as for the child. Some examples of evaluation procedures include:

- Formal observation (frequency count, Yes/No, Log, Checklist, Testimony)
- Paper and pencil tests (multiple choice, fill-in-the blanks, etc.)
- Performance tests (verbal responses, manipulation of objects, etc.)

Evaluation Schedule

This is a statement of project times for determining whether the short-term instructional objectives are being achieved. Such evaluation must be done at least annually, at the end of each school year. Good education practice, however, dictates that evaluation is a recurring event and periodic assessment of pupil progress is suggested in order to adjust the individualized education program. The regular reporting period in each school district is a logical time for evaluating pupil progress in prescribed objectives and for reporting findings to the child's parents.

LESSON PLAN

LEVEL:

INSTRUCTIONAL OBJECTIVE(S):

CAREER CONCEPT(S):

INSTRUCTIONAL ACTIVITIES:

MATERIALS AND RESOURCES:

RELATED OCCUPATIONS:

EVALUATION:

LESSON PLAN

LEVEL:

INSTRUCTIONAL OBJECTIVE(S):

CAREER CONCEPT(S):

INSTRUCTIONAL ACTIVITIES:

MATERIALS AND RESOURCES:

RELATED OCCUPATIONS:

EVALUATION:

LESSON PLAN

LEVEL:

INSTRUCTIONAL OBJECTIVE(S):

CAREER CONCEPT(S):

INSTRUCTIONAL ACTIVITIES:

MATERIALS AND RESOURCES:

RELATED OCCUPATIONS:

EVALUATION:

A. Unit or Lesson

B. Instructional Objectives

C. Career Concepts

D. Criterion Reference Measure (if applicable)

E. Instructional Activities (sequenced)

F. Materials and Resources

G. Evaluation

Customizations

Student X	Student Y	Student Z

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CLASS PLANNING GUIDE

A. Unit or Lesson

B. Instructional Objectives

C. Career Concepts

D. Criterion Reference Measure (if applicable)

E. Instructional Activities (sequenced)

F. Materials and Resources

G. Evaluation

Customizations

Student X	Student Y	Student Z

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ADDITIONAL RESOURCES

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